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ABSTRACT

The Cincinnati (Ohio) Public School System was evaluated for the eighth year on progress on ongoing issues resulting from the Bronson Settlement, a court ordered equal education program. This year's evaluation focused on staff racial balance, the Coalition of Innovative Schools, student discipline, and continuation of Bronson initiatives. The district was released from continued court involvement in staff racial balance when the teaching staffs of each district school were brought within the established guidelines in September, 1991. The Coalition for Innovative Schools was modified in 1991, and the success experienced in the first years of the program was documented once again. The district addressed student discipline, focusing on the disproportionate number of suspensions of black students through court-instigated recommendations, increases in the in-school suspension classes, involving many of the staff and students in disciples-related training programs, and work done by the Discipline and Truancy Improvement Team. Review of the district and its board's past support for Bronson initiatives suggests a firm, ongoing commitment to equal education in Cincinnati. Appendixes contain supporting documents and include the court decision on staff racial balance, an evaluation report, a study of racial disparities in student discipline, a Discipline and Truancy Improvement Team final report, a summary of suspensions, minutes of the Community Wide Task Force meeting, and a report on Taeuber Index values. (JB)

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BRONSON SETTLEMENT
1991-92

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THE BRONSON SETTLEMENT REVIEW

YEAR EIGHT 1991-92

REPORT OF THE FACILITATOR

ROBERT W. EVANS, PH.D.

RONALD H. NIEMAN, EVALUATOR

December, 1992

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BRONSON SETTLEMENT

1991-92

INTRODUCTION

The four areas of concern listed in the "Conclusion" section of the 1990-91 Report of the Facilitator and the activities of the Cincinnati School District associated with those concerns are the focus of this report. Some additional information, either because of its relevance or background value, is also included.

While attempting to compile the data necessary for this report, it became increasingly obvious that no miracles had occurred during the school year 1991-92 in either Pupil Discipline or educational strategies for the Coalition of Innovative Schools, the two remaining areas of Court supervision. However, the District has implemented ambitious programs that address these concerns and significant progress has once again been recorded in the CIS program for 1992.

The remaining two areas, Staff Racial Balance and Continuation of Bronson Initiatives, appear to have been successfully resolved. The District was released from continued Court involvement in the matter of Staff Racial Balance when the teaching staffs of each district school were brought within the established ±5% guidelines in

September, 1991. In addition, the present Board of Education and Administration appear to be genuinely dedicated to the continuation of all Bronson initiatives into the foreseeable future. This commitment is not entirely new since "Quality, integrated education" has been the Board's stated number one goal for decades. It seems reasonable, therefore, to expect that "Bronson Policy" will continue to serve as a framework for this goal in the years ahead. An unexpectedly sharp rise in the 1992-93 Taeuber Index, however, has cast a disappointingly long shadow over this otherwise positive picture.

Nevertheless, in the opinion of the Facilitator, the district under the new administration and streamlined central office, has worked with the remaining Bronson issues (CIS and discipline) as well as could be expected. A definite process has been established to deal with these problems. Although there are no guarantees that the process will entirely solve the problems, the district is, at least, working in a sustained and determined push to keep the process on track. After reviewing the data, it will be clear to all that there will be no quick solutions, but there is a renewed hope for significant improvement.

More will be said about each of the above issues in the appropriate sections of the following report. The reader should keep in mind that this report is retrospective in that its primary purpose is to document the major Bronson events that occurred in the Cincinnati School District during school year 1991-92. However, this historical review is often interpreted in the light of current (November, 1992) circumstances.

As usual, the Facilitator's Report for this year shares the same format as utilized in previous years. Each of the three sections of the Settlement Agreement that required some attention by the District has a corresponding section in this report. Supporting documents are included in the Appendix as a matter of convenience. However, some documents, either because of their great bulk or widespread availability, have been omitted. If help should be needed in locating any of these, the Office of the Facilitator will be happy to assist you.

1. Staff Racial Balance

The Court's Decision and Entry on June 26, 1991, basically said that it was obvious that the District was not in compliance with its own 1974 staff racial balance policy as was required by Section 5 of the original Bronson Settlement, and therefore, would be retained under Court supervision in this area. However, the Court agreed to dissolve its jurisdiction provided that the District was in full compliance by the beginning of the 1991-92 school year.

On September 3, 1991, the District filed its statement of staff racial balance policy compliance with the Court. During the month of September the Facilitator reviewed the District's actions and staffing statistics, visited a sample of thirteen randomly selected schools to verify that the reported and actual staffing patterns were, in fact, the same, and filed a memo concurring with the District that school system appeared to be within its own staff racial balance guidelines.

The Plaintiffs, however, argued that this was a superficial, artificial, and probably temporary window of compliance and asked for continued Court jurisdiction to ensure the maintenance and enforcement of the policy. The Court considered these arguments for four months, but on February 7, 1992, reaffirmed its position that the original Consent Decree was a voluntary seven year contract which made no provision for continued enforcement.

The District was, therefore, released from Court jurisdiction over staff racial balance as of that date. The Decision and Entry declaring the Cincinnati Board of Education to be in compliance with Section 5 is contained in Appendix A.

It is of special interest to note that a somewhat more flexible policy of ±10% (rather than ±5% as required by the 1974 policy) has recently been adopted by the Board of Education. This modest relaxation of the quota guidelines will offer a degree more maneuverability for the personnel office while trying to optimize teacher assignments. However, it may still be prudent for the District to create a broadbased subcommittee to develop even more workable guidelines which provide for those ubiquitous "special" cases where even a ±10% allowable variation will not adequately cover those unique circumstances which would require an illogical transfer or assignment of a teacher(s).

Because it was and will continue to be a matter of great interest to the community, I have included the current 1992-93 staff racial balance data on the following pages. Since these data are no longer part of the litigation, I shall not comment upon them. They do, however, reflect a 100% compliance with the new guidelines.

CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1992-93

To comply with the Cincinnati Board of Education's resolution on teaching staff racial balance, it is the objective of the process to have the ratio of black and white teachers on the teaching staff of each school be within plus or minus ten percent of the ratio for classroom teachers in the district. Separate ratios are calculated for elementary and secondary schools. The method of calculation uses the number and percent of black teachers in each school. The mean percent of black teachers in the district for 1992-93 is thirty at the elementary and twenty seven at the secondary level. Each school is listed with the number of teachers on the staff, the number of black teachers currently assigned, and the numbers needed to reach the minimum, mean and maximum as defined by the Board's resolution. These three calculations are rounded to the nearest whole number.

CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1992-93

School	Total Teaching Staff*	Number of Black Teachers Assigned	Number of Black Teachers Needed for Racial Balance		
			Min.	Mean.	Max.
Aiken	87.34	22.67	15	23	32
Anderson Place	31	8	6	9	12
Bloom	31	10	5	8	11
Bond Hill	24	9	5	7	10
Bramble	20	7	4	6	8
Burton	27.5	8.5	6	8	11
C.A.P.E. Elementary	32.5	10	7	10	13
C.A.P.E. High School	68.5	22	12	18	25
Carson	21	5	4	6	8
Carthage	17.5	5	4	5	7
Central Fairmount	30	7	6	9	12
Chase	34	10	7	10	14
Cheviot	19.5	4	4	6	8
Clifton	30.0	10	6	9	12
Clark Academy	22	7	4	6	8
College Hill	21	8	4	6	8
Covedale	29	8	6	9	12
Crest Hills	36	10	6	10	13
Dater	51	11	9	14	19
Douglass	33.5	11	7	10	13
Eastwood Paideia	26	7	5	8	10
Eastern Hills	43.6	14	9	13	18
Fairview	35.5	10	7	11	14

CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1992-93

School	Total Teaching Staff*	Number of Black Teachers Assigned	Number of Black Teachers Needed for Racial Balance Min.	Mean.	Max.
Gamble	43	11	7	12	16
Hartwell	30	10	6	9	12
Hays	31	12	6	9	12
Heberle	46	18	9	14	18
Heinold	36.6	11.6	7	11	15
Hoffman	24	10	5	8	10
Hughes	112	26	19	30	41
Hyde Park	18	6	4	5	7
Kilgour	21.5	6	4	6	8
Kirby Road	25	10	5	8	10
Linwood	15.5	5	3	5	6
Losantiville	20.5	5.5	4	6	8
McKinley	16	4.5	3	5	6
Merry	43	15	7	12	16
Midway	29	8	6	9	12
Millvale	21.5	8	4	6	9
Mt. Airy	32	9	6	10	13
Mt. Washington	26	6	5	8	10
North Avondale	25.9	5	5	8	10
North Fairmount	28	9	6	8	11
Oyler	34	12	7	10	14
Parham	27.5	11.5	6	8	11
Peoples	47	14	8	13	17
Pleasant Hill	32	9	6	10	13
Pleasant Ridge	28.5	7.5	6	9	11
Porter	35	12	6	9	13
Quebec Heights	31	7	6	9	12
Roberts Paideia	56.1	14	11	17	22
Rockdale	29.5	10	6	9	12
Roll Hill	27	10.5	5	8	11
Roosevelt	18.5	4	4	6	7
Roselawn-Condon	39.1	12	8	12	16
Rothenberg	27.5	10	6	8	11

CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1992-93

School	Total Teaching Staff*	Number of Black Teachers Assigned	Number of Black Teachers Needed for Racial Balance		
			Min.	Mean.	Max.
S.C.P.A.	72.6	17	12	20	27
Sands Montessori	30.9	6	6	9	12
Sawyer C.B.A./A.W.L.	65.8	20	13	20	26
Sayler Park	23	5	5	7	9
Schiel (PSAE)	24	7.9	5	7	10
Schwab	48	13	8	13	18
Shroder Paideia	48	11	8	13	18
Silverton	25	8	5	8	10
South Avondale	19	8	4	6	8
Swifton	18.5	5	4	6	7
Taft High School**	110.68	27.26	19	30	41
Taft Elementary	25	9	5	8	10
Vine	24.5	7	5	7	10
Walnut Hills	104	23	18	28	38
Washburn	26	7	5	8	10
Washington Park	30	6	6	9	12
Western Hills	120	27	20	32	44
Westwood	28.5	10	6	9	11
Whittier	30	7	6	9	12
Windsor	18	7	4	5	7
Winton Place	22	9	4	7	9
Withrow	119.5	37.5	20	32	44
Woodford	19	5	4	6	8
Woodward	92.2	21.6	16	25	34

* Includes only those faculty members computed for racial balance purposes. Positions such as librarians, counselors, and coordinating teachers are excluded.

** Includes day school adult program

CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1992-93

Compliance Summary for Racial Balance of Schools

	Elementary	Secondary	Total	Pct.
Below Minimum	0	0	0	0.00%
At Minimum	6	0	6	7.50%
Between Minimum & Mean	19	10	29	36.25%
At Mean	9	2	11	13.75%
Between Mean & Maximum	18	7	25	31.25%
At Maximum	8	0	8	10.00%
Above Maximum	1	0	1	1.25%
TOTAL	61	19	80	100%

Schools Below Minimum:

Schools Above Minimum:

Parham .5

JME512

2. Coalition of Innovative Schools (CIS)/Low Achieving Schools (LAS)

The district evaluation report (Appendix B) sums up much of the CIS/LAS history by simply stating, "The (CIS/LAS) program was recently modified (1991) and the success experienced in the first few years of the program (1984-87) is being documented once again." Possibly that is enough said, but I shall add a little more.

When the District once again replicated the 1984-87 advances of the LAS Program in 1991-92, it became clear that determined, sustained, and focused hard work of the administrative and teaching staffs is still what is required to reverse the cycle of ever declining achievement, attitude and attendance that has become associated with urban education in general and District´s LAS schools in particular. Any improvement program, if it is to have any hope of success, requires careful and continuous monitoring and modification. To assume that by merely pouring dollar resources into a school there will automatically be related improvement in the educational process is extremely naive.

When the CIS/LAS program was left to run itself from 1987 to 1990, anyone knowledgeable about the challenges of urban education could have predicted (many, in fact, did) the inevitable downward spiral which unfortunately occurred. Although, there is no substitute for close supervision and hard work, this requires a number of experienced people to devote full time attention to the program. In these times of District financial crisis which has virtually eliminated the district´s supervisory staff, one can only hope that there will continue to be a top priority status assigned to the CIS/LAS program so that the precious few hours of supervisory time the system's other administrators can squeeze out of their day will be devoted to CIS.

As the late Ron Edmound's stated over fifteen years ago, we know how to teach the children of the inner city; anytime that it becomes a high enough priority within our society to do so, we will be able to do it. The basic ideas of his School Improvement Program (SIP) are still viable. The Cincinnati School District has just proved it for the second time in less than a decade. If we lived in a world where educational decisions were made on merit rather than financial limitations, the District would now be in the process of expanding this CIS/LAS Program to include the remainder of its "at risk" schools. The knowledge and experienced gained by the District over the past eight years is important enough to disseminate the program to at least a half dozen or more schools within the system. Unfortunately, with $170 million in red ink projected on the ledger, the cost is apparently too high for the community to bear for the present. The tragedy is that under the leadership of the current administration, it would almost certainly be a success.

I have included the summary of findings for CIS on the following page. The results, while not "miraculous" are none the less very encouraging. The full report may be found in Appendix B, which I recommend to you for further study. The District is to be congratulated for its strong efforts and accomplishments this past year in the Coalition of Innovative Schools.

Summary of Findings

Coalition of Innovative Schools **GOALS / Objectives**	**Was the Objective Accomplished in 1991-92?**
Schools will demonstrate improvement in the instructional and social services they provide students.	
1. Additional staff beyond the normal district allocation shall be provided at each school.	Yes
2. The school Impact Team shall meet at least three times each month to plan for student academic and social improvement. A school-wide assessment of student academic and social needs shall be completed at the beginning of each year.	Yes
3. The average class size throughout the program shall remain below the district average.	Yes
4. Teachers shall participate in inservice training each year. Such inservice shall include topics addressing at-risk students.	Yes
5. Students targeted at each school shall be provided extended instructional time each year.	Yes
6. Parental involvement shall increase or reflect average involvement of parents throughout the system. (Measured using SIS items on parent survey.)	No
7. Counselors, school nurses, and school psychologists shall provide additional student services to at-risk children. (Documented in quarterly reports.)	Yes
8. Counselors, school nurses, and school psychologists shall make contacts with parents concerning the progress of at-risk children. (Documented in quarterly reports.)	Yes
Students shall demonstrate improvement in basic academic skills.	
9. Percentage of students at or above the national norm in reading, language arts, and mathematics shall increase an average of three percentage points each year between 1990-91 and 1992-93.	*Reading-* No, but did increase. *Language -* Yes *Mathematics-* Yes
10. The NCE gains in reading, language arts, and mathematics shall equal or exceed the average system gains each year for students in grades 1-6.	Yes
11. The average writing assessment score of students in grades 3 and 6 shall reflect improvement each year.	Yes
12. Retention rates shall decrease each year until they are no more than .5 percentage points higher than the system average by 1992-93.	No
Students shall demonstrate improvement in school behavior.	
13. The average daily attendance rate shall increase each year and shall equal or exceed 92.0% by 1992-93.	No
14. The difference between the suspension rate for Coalition Schools and the system average rate shall decrease each year.	Yes
Students, teachers, and parents will demonstrate positive attitudes toward school.	
15. The percentage of positive responses of students to selected SIS items shall increase each year or shall equal or exceed the system average.	Yes
16. The percentage of positive responses of parents to selected SIS items shall increase each year or shall equal or exceed the system average.	No
17. The average rating of teachers' responses to selected SIS items shall increase each year or shall equal or exceed the system average.	No

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3. Student Discipline

During the 1991-92 school year, the District funneled a large number of its resources into its effort to shed light on the problem of the skyrocketing numbers of suspensions/expulsions. The real issue, insofar as the Bronson Settlement is concerned, is that a disproportionately large number of the suspensions/expulsions were for black students. As it appears to the Facilitator, there were four major areas of District activity which addressed the student discipline issues.

First, there was the challenge of the Court for the Parties (ie. the District, Plaintiffs and Community) to work cooperatively to commission an outside study which attempted to define and answer the questions surrounding the causes for the disparity in the ratio of black/white suspensions. Although the study, conducted by Dr. Junious Williams and Dr. Charles Vergon (Appendix C), was about as exhaustive as could reasonably be expected, it could not definitely explain the exact causes for the disproportionate numbers of black suspensions/expulsions. It did, however, make many specific recommendations for improving the situation in the future. There were four general areas of recommendation made by the study:

1. Leadership
   a. Develop coherent definition, philosophy, and outcomes for discipline.
   b. Establish an Office for Student Discipline.
   c. Begin planning for the ultimate structuring of discipline with the school principal being ultimately responsible for discipline outcomes.

2. Policy

   a. Develop policy & procedures manual for discipline.

   b. Review and revise present policies and administrative regulations including a suggestion to decrease the number offenses calling for mandatory suspension.

   c. Others (see page 42 of Study Summary.)(Appendix C)

3. Program

   a. Develop alternatives to suspension programs.

   b. Establish an alternative school for students who threaten the well-being of other students and staff.

   c. Provide support and training for parents.

4. Personnel

   a. Develop a comprehensive training program designed to increase the level of staff skills related to behavior management and student discipline.

   b. Increase the number and availability of resource personnel to schools for direct service, program development and staff training.

The second major District activity was to more than double the number in-school suspension classes (from 29 to 69) for 1992-93. This action in itself should significantly reduce the numbers of students who would otherwise be losing critically important instructional time if suspended. Hopefully the in-school program will have the beneficial side effects of first, reducing the opportunities of potentially disruptive students to be "on the streets", and thus, creating even more difficulties, and second, improving the individual's standardized proficiency test scores since classroom instruction time will not be completely lost.

The third major focus of the District was to involve many members of its staff and student population in one or more of the discipline related training programs offered. These programs dealt with a variety of topics ranging from control of violent behavior to the creation of collaborative environments. Some of the more noteworthy were:

1. Summit - Consultation and inservice conducted by Eric Ellis focusing upon cultural diversity and behavioral management skills.

2. Bushido - A Program to help staff prevent or control disruptive or violent behavior in youth.

3. Human Involvement Project - Students were taught conflict resolution skills.

4. Project Succeed - Focused upon students whose chronic academic failures compounded their behavior problems.

5. Coalition of Innovative Schools Summer and Fall Seminars - Inservice based on identified needs of CIS staffmembers.

6. Center for Peace Education - This program attempts to prevent discipline problems by teaching skills to both staff and students that turn conflicts into opportunities to grow.

7. Super Subs - Provided intense training for 18 selected substitute teachers.

8. Staff Development Collaboration - A proposal for the District and the University of Cincinnati to cooperate in the development of effective teacher inservices.

9. Reentry Center/Pilot Program - Provided an alternative to suspension by creating a separate location (Integrity Hall) for 30 students in grades 7 and 8 to discover their self respect/expectations.

10. Peer Mediation and Mentoring - Implemented at Withrow High School, it trains students to become peer mediators and problemsolvers.

The Fourth and last major discipline related activity undertaken by the District in 1991-92 was the work done by the Discipline and Truancy Improvement Team. (See Appendix D) From its inception in August, 1991 until its final report was released in July, 1992, a hundred or more members contributed their expertise to the development of a comprehensive discipline/truancy system that will hopefully reduce behavioral problems in the schools. In the opinion of the Facilitator, the convening of the committee and the production of its report were important steps that needed to be taken. It is now time, however, to place all of the pieces together and make the plans work. The task that lies ahead is formidable, but it is one that is shared by a broad-base of community (if not national) leaders.

There will be no miracles in this area either. Miracles are unexplained events. If significant improvement is seen, I believe everyone who is involved in the effort will know how and at what cost the improvements were made. If the recommendations and plans contained in the Final Report of the Discipline and Truancy Improvement Team are successfully implemented, everyone in the broad-based support system will know the extraordinary effort that was required to reverse the inertia of the giant flywheel of disruptive behavior that has been permitted to gain so much speed.

The District Report on suspensions for 1991-92 is contained in Appendix E. The summary of suspension/expulsion data for the first quarter of 1992-93 is contained on the following pages. The results continue to be a cause of grave concern. Solutions to the problem of thousands of suspensions per quarter will require the best efforts of everyone.

STATISTICAL SUMMARIES OF FIRST QUARTER DISCIPLINARY ACTIONS TOWARD STUDENTS

CINCINNATI PUBLIC SCHOOLS
1992-1993 SCHOOL YEAR

COMPILED BY: DR. JACK L. LEWIS
RESEARCH AND DEVELOPMENT SECTION
DEPARTMENT OF QUALITY IMPROVEMENT

DECEMBER 14, 1992

CINCINNATI PUBLIC SCHOOLS
FIRST QUARTER SUSPENSIONS AND EXPULSIONS
1992-93 SCHOOL YEAR

Out-of-School Suspensions

The total number of out-of-school suspensions for the first quarter of the 1992-93 school year was 3,607. This total represents a decrease of 32% when compared with the number of out-of-school suspensions during the first quarter of the 1991-92 school year. Also reported during the first quarter of this year was a total of 2,705 in-school suspensions. Comparable data from previous years are not available for in-school suspensions.

A total of 2,861 (79.3%) out of all out-of-school suspensions were assigned to black students. During the entire 1991-92 school year, 78.8% of all out-of-school suspensions were assigned to black students. School system records for 1992-93 indicate that 64.0% of all enrolled students are black. This is an increase of 0.9 percentage points over the figure of 63.1% reported for the 1991-92 school year.

Fifty percent of all out-of-school suspensions were assigned to students in grades 7 or 8. Students in grades K-6 accounted for 26%, and students in grades 9-12 accounted for 22% of these suspensions. The remaining suspensions were assigned to ungraded students in special education programs.

Four specific violations of the district's code of student conduct accounted for 87.7% of out-of-school suspensions. The four offenses were unruly conduct (29.7%), fighting (26.8%), disorderly conduct (18.9%) and profanity/obscenity (12.3%). This set of high-frequency offenses is consistent with findings from the 1991-92 school year. Violations of the student code for which suspension is mandatory accounted for 47.3% of all out-of-school suspensions.

The average length of an out-of-school suspension was 4.2 days. The average length for elementary students was 3.1 days while the average for senior high students was 4.8 days. Suspension lengths were similar for students of different races. White students receiving suspensions in elementary schools were out of school for an average of 3.2 days vs. 3.1 days for black students. Black students in middle schools were out of school an average of 4.7 days for suspensions vs. 4.2 days for white students. The average black student in senior high schools receiving a suspension was out for 4.9 days vs. 4.5 days for white students.

In-School Suspensions

A total of 2,113 (78.1%) out of all in-school suspensions were assigned to black students. A total of 44.1% of all in-school suspensions were assigned to students in grade 7 or 8. Students in grades K-6 received 30% and students in grades 9-12 received 24.2% of all in-school suspensions.
The average length of an in-school suspension assignment was 2.5 days. This length ranged from an average low of 2.1 days in senior high schools to an average high of 2.9 days in middle schools. The average lengths of in-school suspension assignments were very similar for black and white students. These values ranged from an average low of 2.0 days for black students in senior high schools to an average high of 3.1 days for white middle school students.

Expulsions

The number of student expulsions during the first quarter of this school year was 244. This was an increase of 20% over the total number of expulsions during the first quarter of the 1991-92 school year. Expulsion of black students accounted for 82.8% of all expulsions during this period, and students in grade 7 or 8 received 48% of all expulsions.

The average expulsion resulted in a student missing 37.4 days of school. This expulsion length averaged 26.9 days for elementary school students and 46.6 days for senior high students. Expulsion lengths were longer for white students at all three school levels, and these averaged 42.7 days for white students vs. 36.3 days for black students. Violations of the code of conduct for which expulsions are mandatory accounted for 190 (77.9%) of all expulsions. The number of staff assaults was 23.

A total of 16 tables have been appended, and these tables contain breakdowns of the data and information presented above. A listing of these tables by topic is presented below.

I. General Data Summaries

Table 1 - Comparison of Out-of-School Suspensions and Expulsions, First Quarter 1992-93 vs. 1991-92.

Table 2 - Count of Disciplinary Actions by Student Grade Level, First Quarter, 1992-93.

Table 3 - Mean Number of Days of Assignment Per Disciplinary Action by School Level, by Race and Gender.

Table 4 - Number of Offenses by Offense Category by Race and Gender by School, First Quarter, 1992-93.

II. Data on In-School Suspensions

Table 5 - Count of In-School Suspensions by Race and Gender, by Grade Level, First Quarter, 1992-93.

Table 6 - Count of In-School Suspensions by School by Race and Gender, and by Grade Level, First Quarter, 1992-93.

Table 7 - Student Offenses by School Which Resulted in An In-School Suspension, First Quarter, 1992-93.

Table 8 - Mean Number of Days of In-School Suspension Assignments by Race and Gender and by Grade Level, First Quarter, 1992-93.

III. Data on Out-of-School Suspensions

Table 9 - Count of Out-of-School Suspensions by Race by Gender, by Grade Level, First Quarter, 1992-93.

Table 10 - Count of Out-of-School Suspensions by School by Race and Gender, and by Grade Level, First Quarter, 1992-93.

Table 11 - Count of Student Offenses by School Which Resulted in Out-Of-School Suspensions, First Quarter, 1992-93.

Table 12 - Mean Number of Days of Out-of-School Suspension Assignments by Race and Gender and by Grade Level, First Quarter, 1992-93.

IV. Data on Expulsions

Table 13 - Count of Expulsions by Race by Gender, by Grade Level, First Quarter, 1992-93.

Table 14 - Count of Expulsions by School by Grade by Race and Gender, and by Grade Level, First Quarter, 1992-93.

Table 15 - Student Offenses by School Which Resulted in an Expulsion, First Quarter, 1992-93.

Table 16 - Mean Number of Days of Expulsion Assignment by Race and Gender and by Grade Level, First Quarter, 1992-93.

TABLE 1. COMPARISON OF OUT-OF-SCHOOL SUSPENSIONS AND EXPULSIONS, FIRST QUARTER 1992-93 VS 1991-92.

SECONDARY SCHOOLS	SUSPENSIONS			EXPULSIONS		
SENIOR HIGH	**1991-92**	**1992-93**	**DIFFERENCE**	**1991-92**	**1992-93**	**DIFFERENCE**
AIKEN (9-12)	327	171	-156	16	9	-7
CAPE (6-12)	336	157	-179	19	11	-8
CLARK ACADEMY (9-12)	4	2	-2	0	0	0
HUGHES CENTER (9-12)	92	45	-47	8	11	3
SCPA (4-12)	38	25	-13	1	3	2
R.A. TAFT (9-12)	94	12	-82	0	3	3
WALNUT HILLS (7-12)	42	18	-24	4	0	-4
WESTERN HILLS (9-12)	281	205	-76	13	11	-2
WITHROW (9-12)	204	87	-117	13	15	2
WOODWARD (7-12)	217	196	-21	15	11	-4
TOTAL SENIOR	**1635**	**918**	**-717**	**89**	**74**	**-15**
JUNIOR/MIDDLE						
BLOOM (7-8)	104	127	23	11	15	4
CREST HILLS (7-8)	132	123	-9	4	5	1
DATER (7-9)	234	194	-40	9	10	1
GAMBLE (7-8)	311	280	-31	10	12	2
MERRY (7-8)	261	305	44	16	18	2
PEOPLES (7-8)	65	119	54	13	11	-2
PORTER (7-8)	198	154	-44	0	7	7
SCHWAB (7-8)	361	303	-58	2	21	19
SHRODER PAIDEIA (7-8)	56	12	-44	11	2	-9
TOTAL JUNIOR/MIDDLE	**1722**	**1617**	**-105**	**76**	**101**	**25**
GUILFORD	0	6	6	0	2	2
TOTAL SECONDARY	**3357**	**2541**	**-816**	**165**	**177**	**12**

TABLE 1. (CONT.)

SCHOOL	SUSPENSIONS			EXPULSIONS		
ELEMENTARY	1991-92	1992-93	DIFFERENCE	1991-92	1992-93	DIFFERENCE
ANDERSON PLACE (K-6)	0	15	15		0	0
BOND HILL (K-6)	4	1	-3	2	0	-2
BRAMBLE (K-6)	39	6	-33		4	4
BURTON (K-6)	19	13	-6		0	0
CAPE PRI. (K-5)	45	6	-39		0	0
CARSON (K-6)	3	0	-3		0	0
CARTHAGE (K-5)	0	1	1		0	0
CENTRAL FAIRMOUNT (K-6)	60	82	22	0	8	8
CHASE (3-6)	246	38	-208	8	15	7
CHEVIOT (K-6)	17	5	-12	1	0	-1
CINTI. BIL. ACAD. (K-8)	191	41	-150	0	0	0
CLIFTON (K-6)	46	13	-33		1	1
COLLEGE HILL (K-6)	11	7	-4		0	0
COVEDALE (K-6)	48	15	-33		0	0
DOUGLASS (K-6)	62	56	-6		1	1
EASTERN HILLS (K-8)	85	47	-38		4	4
EASTWOOD PAIDEIA (K-6)	20	1	-19		0	0
FAIRVIEW (K-5)	30	21	-9		0	0
HARTWELL (K-6)	21	10	-11		0	0
HAYS (K-6)	19	45	26		1	1
HEBERLE (K-6)	0	14	14		1	1
HEINOLD (K-8)	17	28	11	1	3	2
HOFFMAN (K-6)	0	7	7		0	0
HYDE PARK (K-6)	63	30	-33		0	0
KILGOUR (K-6)	24	5	-19		1	1
KIRBY ROAD (K-2)	0	5	5		0	0
LINWOOD (K-6)	6	3	-3		0	0
LOSANTIVILLE (K-6)	12	10	-2		0	0
MC KINLEY (K-6)	0		0		0	0
MIDWAY (K-6)	7	9	2		0	0
MILLVALE (K-3)	17	3	-14	1	0	-1
MT. AIRY (K-6)	25	19	-6	1	2	1

TABLE 1. (CONT.)

SCHOOL	SUSPENSIONS				EXPULSIONS		
ELEMENTARY	1991-92	1992-93	DIFFERENCE		1991-92	1992-93	DIFFERENCE
MT. WASHINGTON (K-6)	17	1	-16			0	0
NORTH AVONDALE (K-6)	0	3	3			0	0
NORTH FAIRMOUNT (K-6)	58	53	-5		1	6	5
OYLER (K-6)	88	10	-78		4	3	-1
PARHAM (K-6)	7	46	39		1	1	0
PLEASANT HILL (K-6)	87	1	-86			0	0
PLEASANT RIDGE (K-6)	20	26	6			0	0
QUEBEC HEIGHTS (K-6)	5	0	-5			0	0
ROBERTS (K-8)	42	22	-20		1	5	4
ROCKDALE (K-6)	20	60	40			0	0
ROLL HILL (K-6)	8	14	6			0	0
ROOSEVELT (K-6)	25	15	-10			1	1
ROSELAWN-CONDON (K-8)	19	37	18		0	1	1
ROTHENBERG (K-6)	97	19	-78		7	1	-6
SANDS MONTESSORI (K-6)	0	1	1			0	0
SAYLER PARK (K-6)	3	3	0			0	0
SCHIEL PSAE (K-3)	2	0	-2			0	0
SILVERTON (K-6)	7	32	25			0	0
SOUTH AVONDALE (K-6)	10	0	-10			0	0
SWIFTON (K-5)	8	10	2			0	0
TAFT ELEM. (K-6)	4	0	-4			0	0
VINE (K-6)	24	24	0		2	3	1
WASHBURN (K-6)	11	41	30			0	0
WASHINGTON PARK (K-6)	30	35	5		3	1	-2
WESTWOOD (K-6)	31	24	-7			1	1
WHITTIER (K-6)	20	11	-9		0	0	0
WINDSOR (K-6)	36	12	-24		5	3	-2
WINTON PLACE (K-3)	5	9	4			0	0
WOODFORD (K-3)	2	1	-1			0	0
TOTAL ELEMENTARY	1823	1066	-757		38	67	29
GRAND TOTAL (ALL)	5180	3607	-1573		203	244	41

TABLE 2. COUNT OF DISCIPLINARY ACTIONS BY STUDENT GRADE LEVEL, FIRST QUARTER, 1992-93.

STUDENT GRADE LEVEL	TYPE OF DISCIPLINARY ACTION			
	IN-SCHOOL SUSPENSION	OUT-OF-SCHOOL SUSPENSION	EXPULSION	TOTAL
Ungraded	46	58	2	106
K	24	19	1	44
1	54	28	3	85
2	73	70	1	144
3	76	129	7	212
4	165	196	18	379
5	239	245	14	498
6	181	263	12	456
7	694	1,043	68	1,805
8	499	760	50	1,309
9	344	456	34	834
10	166	186	13	365
11	86	88	12	186
12	58	66	9	133
TOTALS	2,705	3,607	244	6,556

Table 3. **MEAN NUMBER OF DAYS OF ASSIGNMENT PER DISCIPLINARY ACTION BY SCHOOL LEVEL, BY RACE AND GENDER, FIRST QUARTER, 1992-93**

School Level	Type of Action	Mean Number of Days				
		Black Female	Black Male	White Female	White Male	Total
Elementary	In-School Suspension	2.6	2.5	2.1	2.5	2.5
	Out-of-School Suspension	3.3	3.1	3.6	3.2	3.1
	Expulsion	15.5	24.3	57.7	31.9	26.9
Middle	In-School Suspension	2.9	2.9	2.9	3.2	2.9
	Out-of-School Suspension	4.8	4.6	4.0	4.3	4.6
	Expulsion	29.9	39.6	42.8	38.0	37.6
Senior High	In-School Suspension	2.0	2.1	2.0	2.2	2.1
	Out-of-School Suspension	5.0	4.8	4.5	4.4	4.8
	Expulsion	35.5	49.5	46.0	54.8	46.6

TABLE 4. NUMBER OF OFFENSES BY OFFENSE CATEGORY BY RACE AND GENDER BY SCHOOL, FIRST QUARTER, 1992-93.

	SUSPENSION OR EXPULSION					MANDATORY SUSPENSION					MANDATORY EXPULSION				
SECONDARY SCHOOLS	BLACK	BLACK	WHITE	WHITE	TOTAL	BLACK	BLACK	WHITE	WHITE	TOTAL	BLACK	BLACK	WHITE	WHITE	TOTAL
SENIOR HIGH	FEMALE	MALE	FEMALE	MALE		FEMALE	MALE	FEMALE	MALE		FEMALE	MALE	FEMALE	MALE	
AIKEN (9-12)	47	127	11	21	206	27	49	3	11	90	3	5			8
CAPE (6-12)	17	37	7	21	82	21	32	8	14	75	4	5		1	10
CLARK ACADEMY (9-12)	1				1			1		1					
HUGHES CENTER (9-12)	31	56	6	24	117	6	17	2	12	37	3	9	2		14
SCPA (4-12)	30	40	4	21	95	13	11	2	10	36	2	2			4
R.A. TAFT (9-12)	29	35	7	20	91	6	9			15		3			3
WALNUT HILLS (7-12)	12	15	2	6	35	7	7	6	12	32					
WESTERN HILLS (9-12)	79	194	26	83	382	34	35	1	17	87	1	4		4	9
WITHROW (9-12)	20	37	1	7	65	18	32	7	3	60	2	7		1	10
WOODWARD (7-12)	30	70	2	4	106	28	53		7	88	3	10			13
TOTAL SENIOR	296	611	66	207	1180	160	245	30	86	521	18	45	2	6	71
JUNIOR/MIDDLE															
BLOOM (7-8)	27	30	6	13	76	11	28	3	11	53	2	9		2	13
CREST HILLS (7-8)	31	94	2	3	130	11	34	1	1	47	1	3			4
DATER (7-9)	62	76	58	112	308	23	22	14	35	94	4	3	1	8	16
GAMBLE (7-8)	63	90	5	24	182	46	91	2	37	176	1	13			14
MERRY (7-8)	110	247	5	8	370	47	82		3	132	2	14		2	18
PEOPLES (7-8)	13	38	9	31	91	7	18	1	6	32	6			1	7
PORTER (7-8)	21	33	19	24	97	20	19	16	10	65	2	4		2	8
SCHWAB (7-8)	210	291	34	53	588	41	57	6	11	115	3	13			16
SHRODER PAIDEIA (7-8)	10	42	5	13	70	14	20	5	11	50		2			2
TOTAL JUNIOR/MIDDLE	547	941	143	281	1912	220	371	48	125	764	21	61	1	15	98
GUILFORD		4		2	6				1	1		1			1
TOTAL SECONDARY	843	1556	209	488	3098	380	616	78	212	1286	39	107	3	21	170

TABLE 4. (CONT.)

	SUSPENSION OR EXPULSION					MANDATORY SUSPENSION					MANDATORY EXPULSION				
SCHOOLS	BLACK	BLACK	WHITE	WHITE	TOTAL	BLACK	BLACK	WHITE	WHITE	TOTAL	BLACK	BLACK	WHITE	WHITE	TOTAL
ELEMENTARY	FEMALE	MALE	FEMALE	MALE		FEMALE	MALE	FEMALE	MALE		FEMALE	MALE	FEMALE	MALE	
ANDERSON PLACE (K-6)		5			5		8		2	10					
BOND HILL (K-6)	2	9			11	4	9			13					
BRAMBLE (K-6)	1	8		3	12	6	16		5	27	2	2			4
BURTON (K-6)	2	7			9	3	2			5					
CAPE PRI. (K-5)		1			1	2		1	2	5					
CARSON (K-6)															
CARTHAGE (K-5)							1			1					
CENTRAL FAIRMOUNT (K-6)	1	16		9	26	15	36	3	10	64		6	1	3	10
CHASE (3-6)	12	77	9	20	118	16	62	4	17	99	5	9	1		15
CHEVIOT (K-6)	1	4			5	2	4		3	9					
CINTI. BIL. ACAD. (K-8)	5	19			24	15	20	1	5	41			1		1
CLIFTON (K-6)	7			1	8	4	1	1		6					
COLLEGE HILL (K-6)							4		3	7					
COVEDALE (K-6)	1	7		4	12		3			3					
DOUGLASS (K-6)	14	31		1	46	10	36		5	51			1		1
EASTERN HILLS (K-8)	6	7		4	17	5	19		6	30	1	1		2	4
EASTWOOD PAIDEIA (K-6)							1			1					
FAIRVIEW (K-5)						8	9		4	21					
HARTWELL (K-6)	3	4		1	8	1	1			2					
HAYS (K-6)	8	6		2	16	10	17		1	28		2			2
HEBERLE (K-6)	14	49	4	18	85	8	39	1	14	62		14	1		15
HEINOLD (K-8)		11		11	22	3	15	3	4	25		2	1		3
HOFFMAN (K-6)		1			1		6			6					
HYDE PARK (K-6)	1	7	1	2	11	1	16		2	19					
KILGOUR (K-6)		2		1	3		2			2		1			1
KIRBY ROAD (K-2)		1		1	2				2	2			1		1
LINWOOD (K-6)						2	1			3					
LOSANTIVILLE (K-6)		1		2	3		7			7					
MC KINLEY (K-6)															
MIDWAY (K-6)		3		1	4		3		1	4				1	1
MILLVALE (K-3)		3		1	4	1	3			4					
MT. AIRY (K-6)		5		3	8	4	3		4	11		2			2

TABLE 4. (CONT.)

	SUSPENSION OR EXPULSION						MANDATORY SUSPENSION						MANDATORY EXPULSION				
SCHOOLS	BLACK	BLACK	WHITE	WHITE	TOTAL		BLACK	BLACK	WHITE	WHITE	TOTAL		BLACK	BLACK	WHITE	WHITE	TOTAL
ELEMENTARY	FEMALE	MALE	FEMALE	MALE			FEMALE	MALE	FEMALE	MALE			FEMALE	MALE	FEMALE	MALE	
MT. WASHINGTON (K-6)								1			1						
NORTH AVONDALE (K-6)	1	1			2				1		1						
NORTH FAIRMOUNT (K-6)		18		1	19		9	26			35			4		1	5
OYLER (K-6)		4	1	4	9					2	2			1		1	2
PARHAM (K-6)	3	30		1	34		3	12		1	16			1			1
PLEASANT HILL (K-6)	10	5	1	2	18		4	9		4	17						
PLEASANT RIDGE (K-6)	1	1		2	4		2	17		2	21				1		1
QUEBEC HEIGHTS (K-6)	2	3	1	1	7			4		2	6						
ROBERTS (K-8)	11	42	9	10	72		5	43	4	25	77		1		3	1	5
ROCKDALE (K-6)	2	28			30		9	24		1	34						
ROLL HILL (K-6)							2	12			14						
ROOSEVELT (K-6)		4		2	6			5	2	2	9			1			1
ROSELAWN-CONDON (K-8)	3	19		1	23		3	9		2	14			1			1
ROTHENBERG (K-6)	13	35			48		9	22			31						
SANDS MONTESSORI (K-6)		1			1												
SAYLER PARK (K-6)			1		1			1		4	5						
SCHIEL PSAE (K-3)																	
SILVERTON (K-6)		6			6		6	17	1	2	26						
SOUTH AVONDALE (K-6)																	
SWIFTON (K-5)		2			2		2	6			8						
TAFT ELEM. (K-6)	3	30			33		4	10			14						
VINE (K-6)		7	1		8		3	12		1	16		2	1			3
WASHBURN (K-6)	4	14	1	4	23		6	9		3	18						
WASHINGTON PARK (K-6)	1	5	4	3	13		8	12		5	25			1		2	3
WESTWOOD (K-6)	2	5	1	8	16		1	2		3	6					3	3
WHITTIER (K-6)		2		1	3		2	3		3	8						
WINDSOR (K-6)	2	3			5		3	5			8			2			2
WINTON PLACE (K-3)	3	38		3	44		4	27		5	36			2			2
WOODFORD (K-3)								1			1						
TOTAL ELEMENTARY	139	587	34	128	888		205	633	22	157	1017		11	53	11	14	89
GRAND TOTAL (ALL)	982	2143	243	616	3986		585	1249	100	369	2303		50	160	14	35	259

Table 5. **COUNT OF IN-SCHOOL SUSPENSIONS BY RACE BY GENDER, BY GRADE LEVEL, FIRST QUARTER, 1992-93**

Student Grade Level	Breakdown by Race and Gender						Grade Level Totals
	Black Female	Black Male	Black Total	White Female	White Male	White Total	
Kdg.	1	20	21	–	3	3	24
1	1	47	48	–	6	6	54
2	9	54	63	1	9	10	73
3	12	50	62	–	14	14	76
4	28	110	138	3	24	27	165
5	43	145	188	12	39	51	239
6	39	114	153	2	26	28	181
7	232	314	546	54	94	148	694
8	167	236	403	36	60	96	499
9	77	161	238	34	72	106	344
10	55	64	119	17	30	47	166
11	17	43	60	2	24	26	86
12	16	23	39	7	12	19	58
UNG.	3	32	35	3	8	11	46
TOTALS	700	1413	2113	171	421	592	2705

Note: UNG. is an abbreviation for ungraded.

TABLE 6. COUNT OF IN-SCHOOL SUSPENSIONS BY SCHOOL BY RACE AND GENDER, AND BY GRADE LEVEL, FIRST QUARTER, 1992-93.

SECONDARY SCHOOLS	MALE	MALE	FEMALE	FEMALE	TOTAL						G	R		A	D	E					TOTAL
SENIOR HIGH	BLACK	WHITE	BLACK	WHITE			UNG.	KDG.	1	2	3	4	5	6	7	8	9	10	11	12	
AIKEN (9-12)	69	12	36	7	124												58	37	18	11	124
CAPE (6-12)																					
CLARK ACADEMY (9-12)																					
HUGHES CENTER (9-12)	27	10	17	3	57												30	17	9	1	57
SCPA (4-12)	40	26	37	5	108							6	12	3	33	29	13	8	2	2	108
R.A. TAFT (9-12)	38	19	31	7	95												65	16	7	7	95
WALNUT HILLS (7-12)	15	16	15	8	54										33	12	4	2	1	2	54
WESTERN HILLS (9-12)	109	66	64	23	262												117	77	39	29	262
WITHROW (9-12)	23	2	7		32												8	8	10	6	32
WOODWARD (7-12)					0																
TOTAL SENIOR	321	151	207	53	732		0	0	0	0	0	6	12	3	66	41	295	165	86	58	732
JUNIOR/MIDDLE																					
BLOOM (7-8)																					
CREST HILLS (7-8)	32	2	18	1	53										25	28					53
DATER (7-9)	55	69	48	42	214										86	88	40				214
GAMBLE (7-8)	35	16	28	6	85										48	37					85
MERRY (7-8)	126	3	63	3	195										99	94	2				195
PEOPLES (7-8)																					0
PORTER (7-8)	1	1	6	1	9										4	5					9
SCHWAB (7-8)	182	29	160	25	396										263	125	7	1			396
SHRODER PAIDEIA (7-8)	58	19	23	8	108										55	53					108
TOTAL JUNIOR/MIDDLE	489	139	346	86	1060		0	0	0	0	0	0	0	0	580	430	49	1	0	0	1060
GUILFORD																					
TOTAL SECONDARY	810	290	553	139	1792		0	0	0	0	0	6	12	3	646	471	344	166	86	58	1792

TABLE 6. (CONT.)

SCHOOL	MALE	MALE	FEMALE	FEMALE	TOTAL						G	R	A		D	E					TOTAL
ELEMENTARY	BLACK	WHITE	BLACK	WHITE			UNG.	KDG.	1	2	3	4	5	6	7	8	9	10	11	12	
ANDERSON PLACE (K-6)																					
BOND HILL (K-6)	18		5		23					1	2	1	10	9							23
BRAMBLE (K-6)	20	6	7		33					3		10		20							33
BURTON (K-6)	1				1									1							1
CAPE PRI. (K-5)																					
CARSON (K-6)																					
CARTHAGE (K-5)																					
CENTRAL FAIRMOUNT (K-6)	3	6	1		10					1	3	3	1	2							10
CHASE (3-6)	118	29	23	9	179		22				4	51	66	36							179
CHEVIOT (K-6)	7		2		9			2	3	1			2	1							9
CINTI. BIL. ACAD. (K-8)	19	1	6		26										12	14					26
CLIFTON (K-6)																					
COLLEGE HILL (K-6)																					
COVEDALE (K-6)																					
DOUGLASS (K-6)	32	4	10		46		5	2	7	9	4	8	1	10							46
EASTERN HILLS (K-8)																					
EASTWOOD PAIDEIA (K-6)																					
FAIRVIEW (K-5)																					
HARTWELL (K-6)																					
HAYS (K-6)																					
HEBERLE (K-6)	93	29	20	5	147		5	1	14	17	9	25	52	24							147
HEINOLD (K-8)	11	4	3	3	21		2					4	2	1	9	3					21
HOFFMAN (K-6)																					
HYDE PARK (K-6)																					
KILGOUR (K-6)																					
KIRBY ROAD (K-2)																					
LINWOOD (K-6)																					
LOSANTIVILLE (K-6)																					
MC KINLEY (K-6)																					
MIDWAY (K-6)																					
MILLVALE (K-3)	4		1		5					2	3										5
MT. AIRY (K-6)																					
MT. WASHINGTON (K-6)																					

TABLE 6. (CONT.)

SCHOOL	MALE	MALE	FEMALE	FEMALE	TOTAL						G	R		A	D	E					TOTAL
ELEMENTARY	BLACK	WHITE	BLACK	WHITE			UNG.	KDG.	1	2	3	4	5	6	7	8	9	10	11	12	
NORTH AVONDALE (K-6)																					
NORTH FAIRMOUNT (K-6)																					
OYLER (K-6)																					
PARHAM (K-6)	4				4							1	1	2							4
PLEASANT HILL (K-6)	14	5	14	1	34					1	2	11	15	5							34
PLEASANT RIDGE (K-6)																					
QUEBEC HEIGHTS (K-6)	7	3	2	1	13						4		3	6							13
ROBERTS (K-8)	76	31	14	11	132					7	16	6	44	21	27	11					132
ROCKDALE (K-6)	2		2		4						2	1		1							4
ROLL HILL (K-6)																					
ROOSEVELT (K-6)	24	4	8	2	38							6	11	21							38
ROSELAWN-CONDON (K-8)																					
ROTHENBERG (K-6)	46		15		61		9		4		6	23	10	9							61
SANDS MONTESSORI (K-6)																					
SAYLER PARK (K-6)	1	2			3								3								3
SCHIEL PSAE (K-3)																					
SILVERTON (K-6)																					
SOUTH AVONDALE (K-6)																					
SWIFTON (K-5)																					
TAFT ELEM. (K-6)	40		7		47		1		2	14	7	9	5	9							47
VINE (K-6)																					
WASHBURN (K-6)																					
WASHINGTON PARK (K-6)	2		2		4		2				1		1								4
WESTWOOD (K-6)																					
WHITTIER (K-6)																					
WINDSOR (K-6)																					
WINTON PLACE (K-3)	61	7	5		73			19	24	17	13										73
WOODFORD (K-3)																					
TOTAL ELEMENTARY	603	131	147	32	913		46	24	54	73	76	159	227	178	48	28	0	0	0	0	913
GRAND TOTAL (ALL)	1413	421	700	171	2705		46	24	54	73	76	165	239	181	694	499	344	166	86	58	2705

TABLE 7. STUDENT OFFENSES BY SCHOOL WHICH RESULTED IN AN IN-SCHOOL SUSPENSIONS, FIRST QUARTER, 1992-93.

	ALCOHOL & DRUGS	ASSAULT-PHYSICAL (SCHOOL EMPLOYEE)	ASSAULT-PHYSICAL (STUDENT)	BREAKING & ENTERING	DANGEROUS WEAPON	DEFACEMENT OF PROPERTY	DISORDERLY CONDUCT	EXPLOSIVES	FALSE FIRE ALARM	FALSE ID	FIGHTING	FORGERY	FRAUD	GAMBLING	PROFANITY/ OBSCENITY	PROPERTY DESTRUCTION	ROBBERY	SEXUAL ASSAULT	SEXUAL CONDUCT	SEXUAL HARRASSMENT	SMOKING	STARTING A FIRE	THEFT/POSSESSION OF STOLEN PROPERTY	TRESPASSING	UNRULY CONDUCT	VIOLENT DISORDERLY CONDUCT	OTHER	TOTAL
SECONDARY SCHOOLS																												
SENIOR HIGH																												TOTAL
AIKEN (9-12)							23					1	1		8										91			124
CAPE (6-12)																												
CLARK ACADEMY (9-12)																												
HUGHES CENTER (9-12)		1				1	27								8						2				17		1	57
SCPA (4-12)						2	7				6	1			4										82	5	1	108
R.A. TAFT (9-12)							15				8				7						7				59		1	95
WALNUT HILLS (7-12)							13				6	3	3		7					1			1		14	1	5	54
WESTERN HILLS (9-12)							88			4	5			3	10						5		1		145		1	262
WITHROW (9-12)							3				2				4						1				22			32
WOODWARD (7-12)																												
TOTAL SENIOR	0	1	0	0	0	3	176	0	0	4	25	5	4	3	48	0	0	0	0	1	15	0	2	0	430	6	9	732
JUNIOR/MIDDLE																												
BLOOM (7-8)																												
CREST HILLS (7-8)							24				1								1						26	1		53
DATER (7-9)							27														4				183			214
GAMBLE (7-8)							6				3				4										65	2	5	85
MERRY (7-8)						1	76				2				6										109	1		195
PEOPLES (7-8)																												
PORTER (7-8)							5				1				1										2			9
SCHWAB (7-8)						1	16				2				12					1	1				362		1	396
SHRODER PAIDEIA (7-8)							31				13	2	2		26				1	1					31	1		108
TOTAL JUNIOR/MIDDLE	0	0	0	0	0	2	185	0	0	0	22	2	2	0	49	0	0	0	2	2	5	0	0	0	778	5	6	1060
GUILFORD																												
TOTAL SECONDARY	0	1	0	0	0	5	361	0	0	4	47	7	6	3	97	0	0	0	2	3	20	0	2	0	1208	11	15	1792

TABLE 7. (CONT.)

SCHOOL	ALCOHOL & DRUGS	ASSAULT-PHYSICAL (SCHOOL EMPLOYEE)	ASSAULT-PHYSICAL (STUDENT)	BREAKING & ENTERING	DANGEROUS WEAPON	DEFACEMENT OF PROPERTY	DISORDERLY CONDUCT	EXPLOSIVES	FALSE FIRE ALARM	FALSE ID	FIGHTING	FORGERY	FRAUD	GAMBLING	PROFANITY/ OBSCENITY	PROPERTY DESTRUCTION	ROBBERY	SEXUAL ASSAULT	SEXUAL CONDUCT	SEXUAL HARRASSMENT	SMOKING	STARTING A FIRE	THEFT/POSSESSION OF STOLEN PROPERTY	TRESPASSING	UNRULY CONDUCT	VIOLENT DISORDERLY CONDUCT	OTHER	TOTAL
ELEMENTARY																												
ANDERSON PLACE (K-6)																												
BOND HILL (K-6)							1				10				2										10			23
BRAMBLE (K-6)						2	5				14				4								3		5			33
BURTON (K-6)							1																					1
CAPE PRI. (K-5)																												
CARSON (K-6)																												
CARTHAGE (K-5)																												
CENTRAL FAIRMOUNT (K-6)						1	2																		7			10
CHASE (3-6)							76				75				8								1		18	1		179
CHEVIOT (K-6)							1				3								1						3	1		9
CINTI. BIL. ACAD. (K-8)							17								5										3		1	26
CLIFTON (K-6)																												
COLLEGE HILL (K-6)																												
COVEDALE (K-6)																												
DOUGLASS (K-6)							15				12				4										13		2	46
EASTERN HILLS (K-8)																												
EASTWOOD PAIDEIA (K-6)																												
FAIRVIEW (K-5)																												
HARTWELL (K-6)																												
HAYS (K-6)																												
HEBERLE (K-6)			14				49				50				2								3		29			147
HEINOLD (K-8)							1				10				2				1				2		3		2	21
HOFFMAN (K-6)																												
HYDE PARK (K-6)																												
KILGOUR (K-6)																												
KIRBY ROAD (K-2)																												
LINWOOD (K-6)																												
LOSANTIVILLE (K-6)																												

TABLE 7. (CONT.)

SCHOOL	ALCOHOL & DRUGS	ASSAULT-PHYSICAL (SCHOOL EMPLOYEE)	ASSAULT-PHYSICAL (STUDENT)	BREAKING & ENTERING	DANGEROUS WEAPON	DEFACEMENT OF PROPERTY	DISORDERLY CONDUCT	EXPLOSIVES	FALSE FIRE ALARM	FALSE ID	FIGHTING	FORGERY	FRAUD	GAMBLING	PROFANITY/ OBSCENITY	PROPERTY DESTRUCTION	ROBBERY	SEXUAL ASSAULT	SEXUAL CONDUCT	SEXUAL HARRASSMENT	SMOKING	STARTING A FIRE	THEFT/POSSESSION OF STOLEN PROPERTY	TRESPASSING	UNRULY CONDUCT	VIOLENT DISORDERLY CONDUCT	OTHER	TOTAL
ELEMENTARY																												
MC KINLEY (K-6)																												
MIDWAY (K-6)																												
MILLVALE (K-3)											4														1			5
MT. AIRY (K-6)																												
MT. WASHINGTON (K-6)																												
NORTH AVONDALE (K-6)																												
NORTH FAIRMOUNT (K-6)																												
OYLER (K-6)																												
PARHAM (K-6)							3				1																	4
PLEASANT HILL (K-6)							17				16															1		34
PLEASANT RIDGE (K-6)																												
QUEBEC HEIGHTS (K-6)							7				6																	13
ROBERTS (K-8)							15		1		47	3	2		9								4		45	1	5	132
ROCKDALE (K-6)											3														1			4
ROLL HILL (K-6)																												
ROOSEVELT (K-6)																											38	38
ROSELAWN-CONDON (K-8)																												
ROTHENBERG (K-6)							19				15				2								1		22		2	61
SANDS MONTESSORI (K-6)																												
SAYLER PARK (K-6)											2												1					3
SCHIEL PSAE (K-3)																												
SILVERTON (K-6)																												
SOUTH AVONDALE (K-6)																												
SWIFTON (K-5)																												
TAFT ELEM. (K-6)							25				8				1										8	5		47
VINE (K-6)																												
WASHBURN (K-6)																												
WASHINGTON PARK (K-6)											4																	4
WESTWOOD (K-6)																												
WHITTIER (K-6)																												
WINDSOR (K-6)																												
WINTON PLACE (K-3)					2		20				32				2				3				1		13			73
WOODFORD (K-3)																												
TOTAL ELEMENTARY	0	0	14	0	2	3	274	0	1	0	312	3	2	0	41	0	0	0	5	0	0	0	16	0	181	9	50	913
GRAND TOTAL (ALL)	0	1	14	0	2	8	635	0	1	4	359	10	8	3	138	0	0	0	7	3	20	0	18	0	1389	20	65	2705

Table 8. **MEAN NUMBER OF DAYS OF IN-SCHOOL SUSPENSION ASSIGNMENTS BY RACE AND GENDER AND BY GRADE LEVEL, FIRST QUARTER, 1992-93**

Grade Level	Mean Days by Student Race and Gender				
	Black Female	Black Male	White Female	White Male	Overall Mean
K	3.0	2.3	–	2.0	2.3
1	2.0	2.3	–	2.3	2.3
2	2.7	2.3	1.0	1.9	2.3
3	2.3	2.2	–	2.4	2.3
4	3.0	2.8	3.3	2.7	2.9
5	3.0	2.5	2.1	2.8	2.6
6	2.3	2.3	3.0	2.1	2.3
7	2.9	2.8	2.6	3.1	2.9
8	2.6	2.7	3.1	3.2	2.8
9	2.0	2.1	2.3	2.3	2.2
10	1.9	2.2	1.6	2.1	2.0
11	1.9	2.0	2.0	2.0	2.0
12	2.1	2.3	2.0	1.9	2.1
UNG.	2.3	2.6	2.0	3.0	2.6
Overall Mean	2.6	2.5	2.5	2.6	2.5

Note: UNG. is an abbreviation for ungraded.

Table 9. COUNT OF OUT-OF-SCHOOL SUSPENSIONS BY RACE BY GENDER, BY GRADE LEVEL, FIRST QUARTER, 1992-93

Student Grade Level	Breakdown by Race and Gender						Grade Level Totals
	Black Female	Black Male	Black Total	White Female	White Male	White Total	
Kdg.	4	12	16	1	2	3	19
1	7	17	24	–	4	4	28
2	7	51	58	1	11	12	70
3	21	96	117	1	11	12	129
4	37	128	165	5	26	31	196
5	51	137	188	6	51	57	245
6	48	164	212	12	39	51	263
7	256	508	764	83	196	279	1043
8	225	401	626	33	101	134	760
9	112	266	378	16	62	78	456
10	49	102	151	5	30	35	186
11	22	43	65	6	17	23	88
12	17	35	52	4	10	14	66
UNG.	5	40	45	3	10	13	58
TOTALS	861	2000	2861	176	570	746	3607

Note: UNG. is an abbreviation for ungraded.

TABLE 10 COUNT OF OUT-OF-SCHOOL SUSPENSIONS BY SCHOOL BY RACE AND GENDER, AND BY GRADE LEVEL, FIRST QUARTER, 1992-93.

SECONDARY SCHOOLS	MALE	MALE	FEMALE	FEMALE	TOTAL						G	R		A	D	E					TOTAL
SENIOR HIGH	BLACK	WHITE	BLACK	WHITE			UNG.	KDG.	1	2	3	4	5	6	7	8	9	10	11	12	
AIKEN (9-12)	106	20	38	7	171										1	1	85	51	23	10	171
CAPE (6-12)	69	34	38	16	157									31	43	36	33	7	4	3	157
CLARK ACADEMY (9-12)			1	1	2													1	1		2
HUGHES CENTER (9-12)	24	12	8	1	45											1	19	12	6	7	45
SCPA (4-12)	11	6	7	1	25							4	2		9	3	4	1	1	1	25
R.A. TAFT (9-12)	6	1	5		12												10	1	1		12
WALNUT HILLS (7-12)	9	3	4	2	18										7	1		1	3	6	18
WESTERN HILLS (9-12)	119	36	46	4	205												124	46	19	16	205
WITHROW (9-12)	43	8	28	8	87												44	19	11	13	87
WOODWARD (7-12)	122	11	61	2	196										17	4	103	46	19	7	196
TOTAL SENIOR	509	131	236	42	918		0	0	0	0	0	4	2	31	77	46	422	185	88	63	918
JUNIOR/MIDDLE																					
BLOOM (7-8)	57	23	38	9	127										55	72					127
CREST HILLS (7-8)	95	2	24	2	123							2			73	48					123
DATER (7-9)	44	80	40	30	194										104	68	22				194
GAMBLE (7-8)	150	46	82	2	280										166	113	1				280
MERRY (7-8)	200	9	94	2	305										126	178	1				305
PEOPLES (7-8)	56	35	19	9	119										70	48	1				119
PORTER (7-8)	51	33	36	34	154										113	41					154
SCHWAB (7-8)	164	35	91	13	303										194	103	6				303
SHRODER PAIDEIA (7-8)	4	5	1	2	12										8	4					12
TOTAL JUNIOR/MIDDLE	821	268	425	103	1617		0	0	0	0	0	2	0	0	909	675	31	0	0	0	1617
GUILFORD	3	3			6										1		3	1		1	6
TOTAL SECONDARY	1333	402	661	145	2541		0	0	0	0	0	6	2	31	987	721	456	186	88	64	2541

TABLE 10. (CONT.)

SCHOOL	MALE	MALE	FEMALE	FEMALE	TOTAL						G	R		A	D	E					TOTAL
ELEMENTARY	BLACK	WHITE	BLACK	WHITE			UNG.	KDG.	1	2	3	4	5	6	7	8	9	10	11	12	
ANDERSON PLACE (K-6)	13	2			15		1		1	2		4	2	5							15
BOND HILL (K-6)			1		1									1							1
BRAMBLE (K-6)	4	2			6									6							6
BURTON (K-6)	8		5		13							2	4	7							13
CAPE PRI. (K-5)	1	2	2	1	6						2	2	2								6
CARSON (K-6)																					
CARTHAGE (K-5)	1				1						1										1
CENTRAL FAIRMOUNT (K-6)	49	15	15	3	82		3		2	12	21	16	21	7							82
CHASE (3-6)	21	8	5	4	38		10					10	10	8							38
CHEVIOT (K-6)	1	3	1		5						1		1	3							5
CINTI. BIL. ACAD. (K-8)	21	5	14	1	41						4	1	3	15	10	7	1				41
CLIFTON (K-6)	7	1	4	1	13					2	2	1	4	4							13
COLLEGE HILL (K-6)	4	3			7							1	5	1							7
COVEDALE (K-6)	10	4	1		15		1			2	3	4	4	1							15
DOUGLASS (K-6)	36	5	15		56		2		6	8	10	11	7	12							56
EASTERN HILLS (K-8)	26	10	11		47		1			2		1	9	3	20	11					47
EASTWOOD PAIDEIA (K-6)	1				1								1								1
FAIRVIEW (K-5)	9	4	8		21			3	2	4	4	4	4								21
HARTWELL (K-6)	5	1	4		10		1	2		1	2	3	1								10
HAYS (K-6)	24	3	18		45		3			1	9	11	15	6							45
HEBERLE (K-6)	8	3	2	1	14		1					6	6	1							14
HEINOLD (K-8)	15	12		1	28		1		1	1			7		10	8					28
HOFFMAN (K-6)	7				7					1		1	3	2							7
HYDE PARK (K-6)	23	4	2	1	30		1					10	10	9							30
KILGOUR (K-6)	4	1			5							1	2	2							5
KIRBY ROAD (K-2)	1	4			5		2		3												5
LINWOOD (K-6)	1		2		3						1		2								3
LOSANTIVILLE (K-6)	8	2			10					2	2	1	3	2							10
MC KINLEY (K-6)																					
MIDWAY (K-6)	6	3			9						1	1	1	6							9
MILLVALE (K-3)	2	1			3		1		1		1										3
MT. AIRY (K-6)	8	7	4		19					1	2		9		7						19
MT. WASHINGTON (K-6)	1				1				1												1

TABLE 10. (CONT.)

SCHOOL	MALE	MALE	FEMALE	FEMALE	TOTAL					G	R		A	D	E					TOTAL
ELEMENTARY	BLACK	WHITE	BLACK	WHITE		UNG.	KDG.	1	2	3	4	5	6	7	8	9	10	11	12	
NORTH AVONDALE (K-6)	1		1	1	3		2		1											3
NORTH FAIRMOUNT (K-6)	43	1	9		53	7		1	9	4	6	10	16							53
OYLER (K-6)	4	5		1	10	1							9							10
PARHAM (K-6)	38	2	6		46	3	2			3	18	8	12							46
PLEASANT HILL (K-6)		1			1				1											1
PLEASANT RIDGE (K-6)	18	4	3	1	26	1			1	2	12	4	6							26
QUEBEC HEIGHTS (K-6)																				
ROBERTS (K-8)	11	4	3	4	22	1					1	5	6	7	2					22
ROCKDALE (K-6)	50	1	9		60	4			1	12	13	17	13							60
ROLL HILL (K-6)	12		2		14				1	2	4	5	2							14
ROOSEVELT (K-6)	9	4	2		15						3	7	5							15
ROSELAWN-CONDON (K-8)	28	3	6		37					1		3	12	9	12					37
ROTHENBERG (K-6)	13		6		19	3		3			2	8	3							19
SANDS MONTESSORI (K-6)	1				1								1							1
SAYLER PARK (K-6)		2		1	3							2	1							3
SCHIEL PSAE (K-3)																				
SILVERTON (K-6)	23	2	6	1	32	1			3	4	7	8	9							32
SOUTH AVONDALE (K-6)																				
SWIFTON (K-5)	8		2		10					5	3	2								10
TAFT ELEM. (K-6)																				
VINE (K-6)	18	1	4	1	24	7				5	3	3	6							24
WASHBURN (K-6)	23	7	10	1	41		8	1		7	10	5	10							41
WASHINGTON PARK (K-6)	16	8	7	4	35	2	1	3	8	8	3	5	5							35
WESTWOOD (K-6)	7	13	3	1	24			1		4	6	3	10							24
WHITTIER (K-6)	5	4	2		11				1	1		7	2							11
WINDSOR (K-6)	7		5		12			1	1	1	1	5	3							12
WINTON PLACE (K-3)	6	1	2		9		1		4	4										9
WOODFORD (K-3)	1				1			1												1
TOTAL ELEMENTARY	667	168	202	29	1066	58	19	28	70	129	183	243	232	63	40	1	0	0	0	1066
GRAND TOTAL (ALL)	2000	570	863	174	3607	58	19	28	70	129	189	245	263	1050	761	457	186	88	64	3607

TABLE 11. COUNT OF STUDENT OFFENSES BY SCHOOL WHICH RESULTED IN OUT-OF-SCHOOL SUSPENSIONS, FIRST QUARTER, 1992-93.

	ALCOHOL & DRUGS	ASSAULT-PHYSICAL (SCHOOL EMPLOYEE)	ASSAULT-PHYSICAL (STUDENT)	BREAKING & ENTERING	DANGEROUS WEAPON	DEFACEMENT OF PROPERTY	DISORDERLY CONDUCT	EXPLOSIVES	FALSE FIRE ALARM	FALSE ID	FIGHTING	FORGERY	FRAUD	GAMBLING	PROFANITY/ OBSCENITY	PROPERTY DESTRUCTION	ROBBERY	SEXUAL ASSAULT	SEXUAL CONDUCT	SEXUAL HARRASSMENT	SMOKING	STARTING A FIRE	THEFT/POSSESSION OF STOLEN PROPERTY	TRESPASSING	UNRULY CONDUCT	VIOLENT DISORDERLY CONDUCT	OTHER	TOTAL
SECONDARY SCHOOLS																												
SENIOR HIGH																												
AIKEN (9-12)						2	46			3	38	2		2	29					2			3	4	39	1		171
CAPE (6-12)						2	1				20	5	4		41				2		3		2		75	1	1	157
CLARK ACADEMY (9-12)																							1		1			2
HUGHES CENTER (9-12)	1	1			1		10				19				5					2				3	2	1		45
SCPA (4-12)			1	1			37				36	1			53	1				1			5	6	160	1		303
R.A. TAFT (9-12)							1								1									2	7	1		12
WALNUT HILLS (7-12)							3				3	3			1					2			1		5			18
WESTERN HILLS (9-12)					1	1	34			1	40				18	2				1			1	5	100	1		205
WITHROW (9-12)							14				17			1	27					1			2	2	21	2		87
WOODWARD (7-12)	3		1				16			1	52	1	1	8	26						2		1	3	75	6		196
TOTAL SENIOR	4	1	2	1	2	5	162	0	0	5	225	12	5	11	201	3	0	0	2	9	5	0	16	25	485	14	1	1196
JUNIOR/MIDDLE																												
BLOOM (7-8)			3				21				25				5									1	51	21		127
CREST HILLS (7-8)							35		1		23								6				2		37	19		123
DATER (7-9)		1	1		1	4	92			1	34	1			41	3							1		2	12		194
GAMBLE (7-8)		1	1			2	33				56			2	63	1			5		3				68	44		279
MERRY (7-8)			2		2	1	73				65				33					3				7	103	16		305
PEOPLES (7-8)							2				23				8						3			7	76			119
PORTER (7-8)					1		11				4				3					1			1		6	1		28
SCHWAB (7-8)			1	1			37				36	1			53	1				1			5	6	160	1		303
SHRODER PAIDEIA (7-8)							5				1				4										2			12
TOTAL JUNIOR/MIDDLE	0	2	8	1	4	7	309	0	1	1	267	2	0	2	210	5	0	0	11	5	6	0	9	21	505	114	0	1490
GUILFORD																												0
TOTAL SECONDARY	4	3	10	2	6	12	471	0	1	6	492	14	5	13	411	8	0	0	13	14	11	0	25	46	990	128	1	2686

TABLE 11. (CONT.)

SCHOOL	ALCOHOL & DRUGS	ASSAULT-PHYSICAL (SCHOOL EMPLOYEE)	ASSAULT-PHYSICAL (STUDENT)	BREAKING & ENTERING	DANGEROUS WEAPON	DEFACEMENT OF PROPERTY	DISORDERLY CONDUCT	EXPLOSIVES	FALSE FIRE ALARM	FALSE ID	FIGHTING	FORGERY	FRAUD	GAMBLING	PROFANITY/ OBSCENITY	PROPERTY DESTRUCTION	ROBBERY	SEXUAL ASSAULT	SEXUAL CONDUCT	SEXUAL HARRASSMENT	SMOKING	STARTING A FIRE	THEFT/POSSESSION OF STOLEN PROPERTY	TRESPASSING	UNRULY CONDUCT	VIOLENT DISORDERLY CONDUCT	OTHER	TOTAL
ELEMENTARY																												
ANDERSON PLACE (K-6)							4				10														1			15
BOND HILL (K-6)											1																	1
BRAMBLE (K-6)											4														2			6
BURTON (K-6)							7				5														1			13
CAPE PRI. (K-5)							1				4															1		6
CARSON (K-6)																												
CARTHAGE (K-5)											1																	1
CENTRAL FAIRMOUNT (K-6)	1		1		1	1					46				7				1				6	1	15	2		82
CHASE (3-6)							11				11									1					13	2		38
CHEVIOT (K-6)											2				2											1		5
CINTI. BIL. ACAD. (K-8)			1			1	1				31				3								1		3			41
CLIFTON (K-6)							2				4				2										5			13
COLLEGE HILL (K-6)											7																	7
COVEDALE (K-6)							12				3																	15
DOUGLASS (K-6)							10				31				1										8	3	3	56
EASTERN HILLS (K-8)							5				14				8	1			1	1			2		11	4		47
EASTWOOD PAIDEIA (K-6)															1													1
FAIRVIEW (K-5)											10				2								2			7		21
HARTWELL (K-6)							2				2														6			10
HAYS (K-6)							12		2		17				5				1				1		3	4		45
HEBERLE (K-6)							3				7														4			14
HEINOLD (K-8)					1		11				4				3					1			1		6	1		28
HOFFMAN (K-6)											5														1	1		7
HYDE PARK (K-6)							7				12				4						2		3		2			30
KILGOUR (K-6)						1	3				1																	5
KIRBY ROAD (K-2)		1					2																			2		5
LINWOOD (K-6)											2				1													3
LOSANTIVILLE (K-6)							1				7														2			10

TABLE 11. (CONT.)

SCHOOL	ALCOHOL & DRUGS	ASSAULT-PHYSICAL (SCHOOL EMPLOYEE)	ASSAULT-PHYSICAL (STUDENT)	BREAKING & ENTERING	DANGEROUS WEAPON	DEFACEMENT OF PROPERTY	DISORDERLY CONDUCT	EXPLOSIVES	FALSE FIRE ALARM	FALSE ID	FIGHTING	FORGERY	FRAUD	GAMBLING	PROFANITY/ OBSCENITY	PROPERTY DESTRUCTION	ROBBERY	SEXUAL ASSAULT	SEXUAL CONDUCT	SEXUAL HARRASSMENT	SMOKING	STARTING A FIRE	THEFT/POSSESSION OF STOLEN PROPERTY	TRESPASSING	UNRULY CONDUCT	VIOLENT DISORDERLY CONDUCT	OTHER	TOTAL
ELEMENTARY																												
MC KINLEY (K-6)																												
MIDWAY (K-6)							3		1		4														1			9
MILLVALE (K-3)																									3			3
MT. AIRY (K-6)							3				11								3						2			19
MT. WASHINGTON (K-6)																							1					1
NORTH AVONDALE (K-6)							1																		1	1		3
NORTH FAIRMOUNT (K-6)						4	13				26				3								1		6			53
OYLER (K-6)							8				2																	10
PARHAM (K-6)		1					27				9				3								2		3	1		46
PLEASANT HILL (K-6)							1																					1
PLEASANT RIDGE (K-6)		1				1	1				18				2										3			26
QUEBEC HEIGHTS (K-6)																												
ROBERTS (K-8)							2				6				1										10	3		22
ROCKDALE (K-6)							20				28				3										9			60
ROLL HILL (K-6)											10															4		14
ROOSEVELT (K-6)							6				9																	15
ROSELAWN-CONDON (K-8)							15				13				1				2						6			37
ROTHENBERG (K-6)											9				2				2						5	1		19
SANDS MONTESSORI (K-6)																			1									1
SAYLER PARK (K-6)							1				1				1													3
SCHIEL PSAE (K-3)																												
SILVERTON (K-6)											26														6			32
SOUTH AVONDALE (K-6)																												
SWIFTON (K-5)							2				8																	10
TAFT ELEM. (K-6)																												
VINE (K-6)			1								16												1		7			25
WASHBURN (K-6)							19				4				5										4	9		41
WASHINGTON PARK (K-6)					1		4				18								1	1					8	2		35
WESTWOOD (K-6)			1				12				2				3	1			1						3	1		24
WHITTIER (K-6)							1				5														2	3		11
WINDSOR (K-6)			1				3				5														2	1		12
WINTON PLACE (K-3)							7				1														1			9
WOODFORD (K-3)											1																	1
TOTAL ELEMENTARY	1	3	5	0	3	8	243	0	3	0	473	0	0	0	63	2	0	0	13	4	2	0	21	1	165	54	3	1067
GRAND TOTAL (ALL)	5	6	15	2	9	20	714	0	4	6	965	14	5	13	474	10	0	0	26	18	13	0	46	47	1155	182	4	3753

Table 12. **MEAN NUMBER OF DAYS OF OUT-OF-SCHOOL SUSPENSION ASSIGNMENTS BY RACE AND GENDER AND BY GRADE LEVEL, FIRST QUARTER, 1992-93**

Grade Level	Mean Days by Student Race and Gender				
	Black Female	Black Male	White Female	White Male	Overall Mean
K	2.3	2.5	2.0	3.0	2.5
1	3.4	3.3	–	4.0	3.4
2	2.6	3.2	3.0	2.3	3.0
3	2.9	2.6	3.0	3.4	2.7
4	2.6	3.4	4.4	3.1	3.2
5	3.9	3.0	3.3	3.1	3.2
6	3.5	3.2	3.8	3.2	3.3
7	4.4	4.6	4.1	4.6	4.5
8	4.9	4.5	3.5	3.6	4.5
9	4.8	4.9	5.2	4.4	4.8
10	5.5	5.1	5.8	4.3	5.1
11	6.7	4.9	3.7	4.6	5.2
12	4.8	4.6	3.5	3.5	4.4
UNG.	2.2	3.1	4.3	4.8	3.4
Overall Mean	4.5	4.2	4.0	4.0	4.2

Note: UNG. is an abbreviation for ungraded.

Table 13. **COUNT OF EXPULSIONS BY RACE BY GENDER, BY GRADE LEVEL, FIRST QUARTER, 1992-93**

Student Grade Level	Breakdown by Race and Gender						Grade Level Totals
	Black Female	Black Male	Black Total	White Female	White Male	White Total	
Kdg.	–	1	1	–	–	0	1
1	–	2	2	–	1	1	3
2	–	1	1	–	–	0	1
3	1	3	4	1	2	3	7
4	2	13	15	1	2	3	18
5	2	11	13	–	1	1	14
6	5	5	10	–	2	2	12
7	9	40	49	8	11	19	68
8	16	28	44	–	6	6	50
9	8	24	32	–	2	2	34
10	–	9	9	2	2	4	13
11	3	9	12	–	–	0	12
12	2	6	8	–	1	1	9
UNG.	–	2	2	–	–	0	2
TOTALS	48	154	202	12	30	42	244

Note: UNG. is an abbreviation for ungraded.

TABLE 14. COUNT OF EXPULSIONS BY SCHOOL BY GRADE BY RACE AND GENDER, AND BY GRADE LEVEL, FIRST QUARTER, 1992-93.

SECONDARY SCHOOLS	MALE	MALE	FEMALE	FEMALE	TOTAL						G	R		A	D	E					TOTAL
SENIOR HIGH	BLACK	WHITE	BLACK	WHITE			UNG.	KDG.	1	2	3	4	5	6	7	8	9	10	11	12	
AIKEN (9-12)	6		3		9												5	1	2	1	9
CAPE (6-12)	5	2	4		11									2	1	3	4	1			11
CLARK ACADEMY (9-12)																					
HUGHES CENTER (9-12)	7		2	2	11												5	2		4	11
SCPA (4-12)	2		1		3										1	1	1				3
R.A. TAFT (9-12)	3				3												2		1		3
WALNUT HILLS (7-12)																					
WESTERN HILLS (9-12)	5	3	3		11												7	2	1	1	11
WITHROW (9-12)	10	1	4		15												6	3	6		15
WOODWARD (7-12)	11				11												3	3	2	3	11
TOTAL SENIOR	49	6	17	2	74		0	0	0	0	0	0	0	2	2	4	33	12	12	9	74
JUNIOR/MIDDLE																					
BLOOM (7-8)	10	3	2		15										6	9					15
CREST HILLS (7-8)	4		1		5										1	4					5
DATER (7-9)	2	6	1	1	10										4	5	1				10
GAMBLE (7-8)	9		3		12										8	4					12
MERRY (7-8)	15	1	2		18										11	7					18
PEOPLES (7-8)		3	7	1	11										7	4					11
PORTER (7-8)	4	2	1		7										4	3					7
SCHWAB (7-8)	16		3	2	21										15	6					21
SHRODER PAIDEIA (7-8)	2				2										1	1					2
TOTAL JUNIOR/MIDDLE	62	15	20	4	101		0	0	0	0	0	0	0	0	57	43	1	0	0	0	101
GUILFORD	2				2						1							1			2
TOTAL SECONDARY	113	21	37	6	177		0	0	0	0	1	0	0	2	59	47	34	13	12	9	177

TABLE 14. (CONT.)

SCHOOL	MALE	MALE	FEMALE	FEMALE	TOTAL						G	R		A	D	E					TOTAL
ELEMENTARY	BLACK	WHITE	BLACK	WHITE			UNG.	KDG.	1	2	3	4	5	6	7	8	9	10	11	12	
ANDERSON PLACE (K-6)																					
BOND HILL (K-6)																					
BRAMBLE (K-6)	2		2		4							2		2							4
BURTON (K-6)																					
CAPE PRI. (K-5)																					
CARSON (K-6)																					
CARTHAGE (K-5)																					
CENTRAL FAIRMOUNT (K-6)	6	1		1	8					1	1	4		2							8
CHASE (3-6)	9		5	1	15		2					4	4	5							15
CHEVIOT (K-6)																					
CINTI. BIL. ACAD. (K-8)																					
CLIFTON (K-6)	1				1								1								1
COLLEGE HILL (K-6)																					
COVEDALE (K-6)																					
DOUGLASS (K-6)	1				1						1										1
EASTERN HILLS (K-8)	1	2	1		4										2	2					4
EASTWOOD PAIDEIA (K-6)																					
FAIRVIEW (K-5)																					
HARTWELL (K-6)																					
HAYS (K-6)	1				1								1								1
HEBERLE (K-6)	1				1							1									1
HEINOLD (K-8)	2			1	3										2	1					3
HOFFMAN (K-6)																					
HYDE PARK (K-6)																					
KILGOUR (K-6)	1				1			1													1
KIRBY ROAD (K-2)																					
LINWOOD (K-6)																					
LOSANTIVILLE (K-6)																					
MC KINLEY (K-6)																					
MIDWAY (K-6)																					
MILLVALE (K-3)																					
MT. AIRY (K-6)	2				2							2									2
MT. WASHINGTON (K-6)																					

TABLE 14. (CONT.)

SCHOOL	MALE	MALE	FEMALE	FEMALE	TOTAL						G	R		A	D	E					TOTAL
ELEMENTARY	**BLACK**	**WHITE**	**BLACK**	**WHITE**			**UNG.**	**KDG.**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
NORTH AVONDALE (K-6)																					
NORTH FAIRMOUNT (K-6)	5	1			6						1	2	3								6
OYLER (K-6)	1	2			3				1		1	1									3
PARHAM (K-6)	1				1								1								1
PLEASANT HILL (K-6)																					
PLEASANT RIDGE (K-6)																					
QUEBEC HEIGHTS (K-6)																					
ROBERTS (K-8)		1	1	3	5							1			4						5
ROCKDALE (K-6)																					
ROLL HILL (K-6)																					
ROOSEVELT (K-6)	1				1								1								1
ROSELAWN-CONDON (K-8)	1				1										1						1
ROTHENBERG (K-6)			1		1							1									1
SANDS MONTESSORI (K-6)																					
SAYLER PARK (K-6)																					
SCHIEL PSAE (K-3)																					
SILVERTON (K-6)																					
SOUTH AVONDALE (K-6)																					
SWIFTON (K-5)																					
TAFT ELEM. (K-6)																					
VINE (K-6)	2		1		3				1		2										3
WASHBURN (K-6)																					
WASHINGTON PARK (K-6)		1			1								1								1
WESTWOOD (K-6)		1			1									1							1
WHITTIER (K-6)																					
WINDSOR (K-6)	3				3				1				2								3
WINTON PLACE (K-3)																					
WOODFORD (K-3)																					
TOTAL ELEMENTARY	41	9	11	6	67		2	1	3	1	6	18	14	10	9	3	0	0	0	0	67
GRAND TOTAL (ALL)	154	30	48	12	244		2	1	3	1	7	18	14	12	68	50	34	13	12	9	244

TABLE 15. STUDENT OFFENSES BY SCHOOL WHICH RESULTED IN AN EXPULSION, FIRST QUARTER, 1992-93.

	ALCOHOL & DRUGS	ASSAULT-PHYSICAL (SCHOOL EMPLOYEE)	ASSAULT-PHYSICAL (STUDENT)	BREAKING & ENTERING	DANGEROUS WEAPON	DEFACEMENT OF PROPERTY	DISORDERLY CONDUCT	EXPLOSIVES	FALSE FIRE ALARM	FALSE ID	FIGHTING	FORGERY	FRAUD	GAMBLING	PROFANITY/ OBSCENITY	PROPERTY DESTRUCTION	ROBBERY	SEXUAL ASSAULT	SEXUAL CONDUCT	SEXUAL HARRASSMENT	SMOKING	STARTING A FIRE	THEFT/POSSESSION OF STOLEN PROPERTY	TRESPASSING	UNRULY CONDUCT	VIOLENT DISORDERLY CONDUCT	OTHER	TOTAL
SECONDARY SCHOOLS																												
SENIOR HIGH																												
AIKEN (9-12)		2	2		4		1																					9
CAPE (6-12)	2		6		2																				1			11
CLARK ACADEMY (9-12)																												
HUGHES CENTER (9-12)	3		4		2			1			1																	11
SCPA (4-12)	1	2	10		1		3								1										3			21
R.A. TAFT (9-12)	2		1																									3
WALNUT HILLS (7-12)																												
WESTERN HILLS (9-12)	1		3				1	1										1							1	3		11
WITHROW (9-12)	4	1	3		1						1														1	4		15
WOODWARD (7-12)	5		2		2		2																					11
TOTAL SENIOR	18	5	31	0	12	0	7	2	0	0	2	0	0	0	1	0	0	1	0	0	0	0	0	0	6	7	0	92
JUNIOR/MIDDLE																												
BLOOM (7-8)		1	7		1		2		1		1														1	1		15
CREST HILLS (7-8)		1			1				1															1		1		5
DATER (7-9)	1	1	6		2																							10
GAMBLE (7-8)		1	9			1																				1		12
MERRY (7-8)		3	3		6		1									1				1			1		2			18
PEOPLES (7-8)	1	1			5																		1		3			11
PORTER (7-8)		2	5																									7
SCHWAB (7-8)	1	2	10		1		3								1										3			21
SHRODER PAIDEIA (7-8)					2																							2
TOTAL JUNIOR/MIDDLE	3	12	40	0	18	1	6	0	2	0	1	0	0	0	1	1	0	0	0	1	0	0	2	1	9	3	0	101
GUILFORD			1				1																					2
TOTAL SECONDARY	21	17	72	0	30	1	14	2	2	0	3	0	0	0	2	1	0	1	0	1	0	0	2	1	15	10	0	195

TABLE 15. (CONT.)

SCHOOL	ALCOHOL & DRUGS	ASSAULT-PHYSICAL (SCHOOL EMPLOYEE)	ASSAULT-PHYSICAL (STUDENT)	BREAKING & ENTERING	DANGEROUS WEAPON	DEFACEMENT OF PROPERTY	DISORDERLY CONDUCT	EXPLOSIVES	FALSE FIRE ALARM	FALSE ID	FIGHTING	FORGERY	FRAUD	GAMBLING	PROFANITY/ OBSCENITY	PROPERTY DESTRUCTION	ROBBERY	SEXUAL ASSAULT	SEXUAL CONDUCT	SEXUAL HARRASSMENT	SMOKING	STARTING A FIRE	THEFT/POSSESSION OF STOLEN PROPERTY	TRESPASSING	UNRULY CONDUCT	VIOLENT DISORDERLY CONDUCT	OTHER	TOTAL
ELEMENTARY																												
ANDERSON PLACE (K-6)																												
BOND HILL (K-6)																												
BRAMBLE (K-6)		1	2		1																							4
BURTON (K-6)																												
CAPE PRI. (K-5)																												
CARSON (K-6)																												
CARTHAGE (K-5)																												
CENTRAL FAIRMOUNT (K-6)		6			1																					1		8
CHASE (3-6)		2	8		3												2											15
CHEVIOT (K-6)																												
CINTI. BIL. ACAD. (K-8)																												
CLIFTON (K-6)																									1			1
COLLEGE HILL (K-6)																												
COVEDALE (K-6)																												
DOUGLASS (K-6)					1																							1
EASTERN HILLS (K-8)					2			1																		1		4
EASTWOOD PAIDEIA (K-6)																												
FAIRVIEW (K-5)																												
HARTWELL (K-6)																												
HAYS (K-6)																										1		1
HEBERLE (K-6)		1																										1
HEINOLD (K-8)		1			1																		1					3
HOFFMAN (K-6)																												
HYDE PARK (K-6)																												
KILGOUR (K-6)		1																										1
KIRBY ROAD (K-2)																												
LINWOOD (K-6)																												
LOSANTIVILLE (K-6)																												

TABLE 15. (CONT.)

SCHOOL	ALCOHOL & DRUGS	ASSAULT-PHYSICAL (SCHOOL EMPLOYEE)	ASSAULT-PHYSICAL (STUDENT)	BREAKING & ENTERING	DANGEROUS WEAPON	DEFACEMENT OF PROPERTY	DISORDERLY CONDUCT	EXPLOSIVES	FALSE FIRE ALARM	FALSE ID	FIGHTING	FORGERY	FRAUD	GAMBLING	PROFANITY/ OBSCENITY	PROPERTY DESTRUCTION	ROBBERY	SEXUAL ASSAULT	SEXUAL CONDUCT	SEXUAL HARRASSMENT	SMOKING	STARTING A FIRE	THEFT/POSSESSION OF STOLEN PROPERTY	TRESPASSING	UNRULY CONDUCT	VIOLENT DISORDERLY CONDUCT	OTHER	TOTAL
ELEMENTARY																												
MC KINLEY (K-6)																												
MIDWAY (K-6)																												
MILLVALE (K-3)																												
MT. AIRY (K-6)			1																			1						2
MT. WASHINGTON (K-6)																												
NORTH AVONDALE (K-6)																												
NORTH FAIRMOUNT (K-6)		1			4						1																	6
OYLER (K-6)		1	1				1																					3
PARHAM (K-6)							1																					1
PLEASANT HILL (K-6)																												
PLEASANT RIDGE (K-6)																												
QUEBEC HEIGHTS (K-6)																												
ROBERTS (K-8)	3		1																							1		5
ROCKDALE (K-6)																												
ROLL HILL (K-6)																												
ROOSEVELT (K-6)					1																							1
ROSELAWN-CONDON (K-8)					1																							1
ROTHENBERG (K-6)						1																						1
SANDS MONTESSORI (K-6)																												
SAYLER PARK (K-6)																												
SCHIEL PSAE (K-3)																												
SILVERTON (K-6)																												
SOUTH AVONDALE (K-6)																												
SWIFTON (K-5)																												
TAFT ELEM. (K-6)																												
VINE (K-6)									2																1			3
WASHBURN (K-6)																												
WASHINGTON PARK (K-6)																						1						1

TABLE 15. (CONT.)

	ALCOHOL & DRUGS	ASSAULT-PHYSICAL (SCHOOL EMPLOYEE)	ASSAULT-PHYSICAL (STUDENT)	BREAKING & ENTERING	DANGEROUS WEAPON	DEFACEMENT OF PROPERTY	DISORDERLY CONDUCT	EXPLOSIVES	FALSE FIRE ALARM	FALSE ID	FIGHTING	FORGERY	FRAUD	GAMBLING	PROFANITY/ OBSCENITY	PROPERTY DESTRUCTION	ROBBERY	SEXUAL ASSAULT	SEXUAL CONDUCT	SEXUAL HARRASSMENT	SMOKING	STARTING A FIRE	THEFT/POSSESSION OF STOLEN PROPERTY	TRESPASSING	UNRULY CONDUCT	VIOLENT DISORDERLY CONDUCT	OTHER	TOTAL
SCHOOL																												
ELEMENTARY																												
WESTWOOD (K-6)			1																									1
WHITTIER (K-6)																												
WINDSOR (K-6)																						1	2					3
WINTON PLACE (K-3)																												
WOODFORD (K-3)																												
TOTAL ELEMENTARY	3	14	14	0	15	1	2	1	2	0	1	0	0	0	0	0	2	0	0	0	0	3	3	0	2	4	0	67
GRAND TOTAL (ALL)	24	31	86	0	45	2	16	3	4	0	4	0	0	0	2	1	2	1	0	1	0	3	5	1	17	14	0	262

Table 16. **MEAN NUMBER OF DAYS OF EXPULSION ASSIGNMENT BY RACE AND GENDER AND BY GRADE LEVEL, FIRST QUARTER, 1992-93**

Grade Level	Mean Days by Student Race and Gender				
	Black Female	Black Male	White Female	White Male	Overall Mean
K	–	11.0	–	–	11.0
1	–	11.0	–	33.0	18.3
2	–	14.0	–	–	14.0
3	11.0	12.7	11.0	50.0	22.9
4	16.0	13.4	15.0	45.5	17.3
5	21.5	29.4	–	28.0	28.1
6	15.6	62.4	33.5	–	38.1
7	27.2	40.6	61.4	39.6	41.1
8	32.6	37.9	–	38.5	36.3
9	35.9	52.6	–	29.0	47.3
10	–	56.3	46.0	45.5	53.1
11	33.0	42.1	–	–	39.8
12	28.0	31.5	–	80.0	36.1
UNG.	–	–	–	–	–
Overall Mean	28.6	38.7	4.0	39.5	37.4

Note: UNG. is an abbreviation for ungraded.

4. Continuation of Bronson Initiatives After the Dissolution of Court Jurisdiction

A review of the minutes of the Communitywide Task Force (Appendix F) shows that there are many questions among all concerned parties regarding what position future Boards of Education will take regarding the "Bronson Issues" of the past nine years. One way of attempting to predict the future is to examine the past, and in this case, the past priorities/actions of the Cincinnati School Boards since 1970 show a generally reassuring increase in the amount of effort being placed on creating equal opportunities for its students.

If one combs through the twenty-two years of post Tina Deal District archives, it is apparent that a major effort to provide quality integrated education has been made. As early as 1970, the transitional integration of the Woodward attendance area became a priority of the Board. No less than three ESEA Title III Projects that focused on student/parent/community integration were sought and funded that year for the Woodward area; a spin-off of one of these three programs, IPSIP (Impact of a Preschool and Interracial Program), remains operational even to this day. The records would also show that the Alternative Schools and Open Enrollment Programs were both begun before the filing of the Bronson suit and with few exceptions, have generally grown larger every year. Likewise, the District staff racial balance policy of 1974 was, if anything, more strict than it needed to be, and once again, was in effect before Bronson. Similarly, the District had calculated and published the

Taeuber Index (see Appendix G) routinely before Bronson and has taken pride in its overall twenty year decline.

This year, however, the Taeuber Index rose rather dramatically at all three levels, elementary, middle and senior high. Most disconcerting of all is that the 2.9 increase at the elementary level has resulted in an Index value of 38.6, clearly exceeding the Bronson target set in 1984. The increase illustrates how quickly things can change when dealing with such a complex set of variables as those that impact the Taeuber.

Simply to hold the Index at its 1991 levels requires a centralized monitoring system staffed by persons who have the expertise to anticipate problem areas and the authority to develop and implement strategies to alleviate the problems. Although the District has recently decentralized its decision making process, which may be good for many things, it should not believe that all decisions made at the school level will be automatically beneficial for the school system as a whole.

The fact that the Taeuber increase developed during the very first year that the District was not under official pressure to reduce the Index brings up a network of old concerns which will challenge the best thinking and efforts of the school system. One must remember that the Consent Decree of 1984 was a truly voluntarily development which merely insured that the District would continue the efforts that it had begun years earlier. The fact that the District gained an extra $45 million over nine years from the state to help defray some of the additional costs was a distinct bonus. Further, the Settlement offered a means of cooperatively closing ranks among various factions of the community as an alternative to a confrontation in Court; it put an end to the millions of dollars of legal fees; and it hopefully brought closure to what was meant by "Quality integrated education," the Board's long time number one goal. As so many knowledgeable people have correctly observed over the years, Bronson is as close to a "Win/win" settlement as one can find in the history of similar litigation.

The unspoken (perhaps because it is unanswerable) question is, "What would the Board have done, however, if a lawsuit or even the threat of a lawsuit had not been forcing the issues?" Would it really have been willing to commit itself so heavily to quality integrated education if the NAACP had not backed the Bronson challenge to the Board with its legal might and expertise? Fortunately, no one needs to answer that question officially, but with the rise in the Taeuber Index and the possibility that the District will be released from court jurisdiction in June, 1993, it is once again a question on the minds of many. What will the District do in the future? Will there have to be Court supervision to continue even the status quo?

In this respect, it is most imperative that the Board begin to develop a Bronson issues policy statement based upon the knowledge it has gained over the past nine years. Even though all of the Bronson policies may already be "on the books," I strongly agree with the idea that one consolidated and coherent set of recently endorsed policy statements would let everyone know what the intentions of the current Board are. From this position of shared information and commitment, the community can move forward to resolve future points of disagreement through due process with the Cincinnati Board of Education, rather than the Federal Court.

Conclusion

Depending upon one´s point of view, year eight of the Bronson Settlement was either an unusually good or nearly disastrous year. School year 1991-92 saw the dissolution of Court jurisdiction over all Bronson issues except two, student discipline and improvements in the CIS/LAS schools; it also saw the dissolution of the Central Office as we had to come to know it; sadly, it permitted the Taeuber Index variable to deteriorate; it also saw the passage of a 9.8 mil additional operating levy - strong evidence of continued community faith and investment for the future of the city. What it absolutely demonstrated, however, was that "Business as usual" in the Cincinnati Public Schools no longer was acceptable.

Clear signals were sent to the District leadership that the community wanted a strong, efficiently operated school system that could successfully manage the problems of budget constraints as well as student achievement and discipline. Furthermore, the community reinforced its spoken wishes with direct personal involvement through efforts like the Buenger Report, community financial backing through a successful levy campaign and political support through the Mayor and City Council Office. Nearly everyone seemed ready to support education. The District responded with a direct and honest appraisal of what had been done in the past and what could be done in the future and kept its promise to revamp the system. It looked very much as if a true spirit of cooperation had suddenly jelled in the community and with everyone pulling together, the problems were going to be solved.

Hopefully this new community wide sense of corporate responsibility will remain fresh and responsive in the years ahead. I sincerely hope so. Perhaps none of us will ever find "Camelot," but if we do, I´m certain that there will be a similar spirit of helpful cooperation that will permeate everything that is done there. Let us continue to emulate only the best of what we discover.

APPENDIX A

IN THE UNITED STATES DISTRICT COURT
FOR THE SOUTHERN DISTRICT OF OHIO
WESTERN DIVISION

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SUPERINTENDENT'S OFFICE
Cincinnati Public Schools

MONA BRONSON, et al., :
Plaintiffs, :
vs. : Case No. C-1-74-205
BOARD OF EDUCATION OF : Judge Walter Herbert Rice
THE CITY SCHOOL DISTRICT :
OF THE CITY OF CINCINNATI, :
et al., :
Defendants. :

DECISION AND ENTRY DECLARING DEFENDANT, BOARD OF EDUCATION OF THE CINCINNATI SCHOOL DISTRICT (CSD), TO BE IN COMPLIANCE WITH § 5 OF THE CONSENT DECREE DEALING WITH STAFF RACIAL BALANCE

Section 5 of the Consent Decree, entered into by and between the parties on February 15, 1984, required the Board of Education of the Cincinnati School District (CSD) to maintain its staff racial balance policy. Section 5 provides:

> The Cincinnati Board of Education currently has in force a policy which requires that the staff in each of its schools has a racial composition which is within 5% of the racial composition of the staff in the district as a whole. The Board shall maintain that policy in effect and take the steps necessary to ensure that it is enforced.

In this Court's June 26, 1991, Decision and Entry which concluded that CSD was in compliance with respect to certain aspects of the Consent Decree and not in compliance with respect to others (Doc. #781), this Court noted that the CSD did not claim to be then in compliance with the staff racial balance policy. Rather, CSD argued that it could be in compliance by June 30, 1991, or on any other date selected by the Court. Accordingly, the Court ordered the CSD to be in compliance with the staff racial balance policy by the first day of the 1991-1992 year. In order to guarantee compliance, the Court indicated that it would retain jurisdiction over § 5 of the Consent Decree, until such time as CSD could certify that it was in such compliance. (Doc. #781 at 26). The Court indicated that, upon certification by the CSD shortly after the beginning of the 1991-1992 school year that all schools were then in compliance with the staff racial balance policy, the Court would dissolve its jurisdiction over § 5 of the Consent Decree. Id.

On September 3, 1991, the CSD filed its statement of compliance as had been previously ordered, attesting to the fact that the District was in full compliance with its own policy of staff racial balance and with the June 26, 1991, ruling of this Court (Doc. #785). Such certification was followed by a memorandum to this Court from its Facilitator, Dr. Robert W. Evans, under date of September 30, 1991, attesting to that individual's conclusion that the CSD was, as of the beginning of the school year, in compliance with § 5 of the Consent Decree, concerning the maintenance of staff racial balance. The memorandum of said Facilitator, concurring with the position of CSD, is attached to this entry.

Following the receipt of the CSD's certification of compliance with the staff racial balance policy and the

Facilitator's concurrence in said certification, this Court received objections by the Plaintiffs to the CSD's statement of compliance. The Plaintiffs seek this Court's retention of jurisdiction over the issue of staff racial balance for an additional two-year period of time (presumably, co-extensive with this Court's continued period of jurisdiction over the issues of low achieving schools and unbiased discipline policies). The gist of the Plaintiffs' objections is that the CSD's certification indicates merely that compliance has been achieved as of the first day of the 1991-92 school year, and that nowhere in its certification has the CSD stated that it will remain in compliance for the remainder of that year. The Plaintiffs' objections have been countered by a statement of the CSD in support of its certification of compliance and in opposition to the Plaintiffs' motion for retention of jurisdiction, filed October 11, 1991 (Doc. #790) and by an amicus curiae brief from the Cincinnati Federation of Teachers and the Bea Jacobson Plaintiffs.

The Plaintiffs are absolutely correct in their basic premise, to wit: that the CSD's certification is nothing more than a statement of compliance as of the first day of the 1991-92 school year and that such certification in no way obligates the CSD to remain in compliance with said policy for the remainder of this current school year. However, the correctness of said basic premise and the Plaintiffs' perceived legitimacy of its fears and perceptions with regard to the intention of the CSD to consider abandoning the staff racial balance policy can in no way serve to support this Court's continued jurisdiction over this aspect of the Consent Decree. As was fully set forth by this Court in its Order of June 26, 1991 (Doc. #781 at 6 and 7):

> . . .it cannot be over-emphasized that the Settlement Agreement was just that---a voluntary, agreed upon settlement, between two parties to litigation, reached after a number of weeks of arms-length negotiations. . . .Because of the nature of this Consent Decree, incorporating as it does a Settlement Agreement, this Court is powerless to and, therefore, will not criticize or offer any opinion on the manner by which the Cincinnati School District has carried out its obligations under that Decree.. . . Accordingly, this Court will not comment. . .on the fairness or otherwise of the District's staff racial balance policy.

In short, the Consent Decree/Settlement Agreement is a contract, arrived at by and between competent parties engaged in arms-length negotiations. This contract obligated the CSD to maintain and to enforce the staff racial balance policy throughout the seven-year term of the Agreement. When the CSD was not in compliance on June 30, 1991, this Court granted an extension to the Defendant to achieve compliance by the first day of the 1991-92 school year. A certification of compliance has been filed with the CSD; the accuracy of said certification (as opposed to the manner in which said compliance had been achieved) has not been disputed. The Plaintiffs have received all that they have bargained for in this particular matter. The parties did not bargain for the maintenance and enforcement of the staff racial balance policy beyond the expiration of the 1990-91 school year, i.e., into the 1991-92 school term. For this Court to retain jurisdiction over this aspect of the Consent Decree, for any further period of time, would be nothing less than having this Court rewrite the Settlement Agreement, to reword the contract in a manner not intended by the contracting parties, based upon no showing of facts and circumstances that would give this Court the legal basis for doing so.

Accordingly, based upon the aforesaid, this Court finds that the Cincinnati School District is in compliance with the staff racial balance policy, as of the first day of the 1991-92 school year. Therefore, this Court will dissolve its jurisdiction over that aspect of the Consent Decree (Section 5) dealing with the maintenance and enforcement of the staff racial balance policy.

February 4, 1992

WALTER HERBERT RICE
UNITED STATES DISTRICT JUDGE

Copies to:

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Dr. Robert W. Evans

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Cincinnati Public Schools
ALTERNATIVE/SETTLEMENT OFFICE
230 East Ninth Street
Cincinnati, Ohio 45202

MEMORANDUM

TO: Judge Walter H. Rice

FROM: RWE Robert W. Evans, Facilitator

DATE: September 30, 1991

RE: Staff Racial Balance

The Court's decision of June 25, 1991 in the matter of Mona Bronson, et al., vs. Board of Education of the City School District of the City of Cincinnati, et al., addresses the issue of maintenance of Staff Racial Balance. It requires the district to be in compliance with its own rules and guidelines as of the opening day of school for the 1991-92 school year.

The Facilitator has been involved in the resolution of that requirement in the following manner.

On Tuesday, September 3, 1991, the Facilitator, along with Mr. Robert Brown, Chairman of the Communitywide Task Force, Dr. Jack Lewis, Director of the Alternative/Settlement Office, and Mr. John Concannon, General Counsel, met with Mr. Roger Effron, Personnel Director, to discuss the status of staff assignment for school year 1991-92. At that time all parties agreed that on the basis of figures supplied, the district, in fact, was in compliance with the agreement.

Approximately ten days later, the Facilitator met with Mr. Effron, Mr. Concannon, Dr. Lewis, and Mr. West to verify the final figures that were then filed with the court.

Subsequently, the Facilitator visited thirteen semi-randomly selected schools to discuss with each school's principal their current staffing pattern. The schools visited were Bloom, Hays, Heberle, Heinold, Hoffman, Hughes, Hyde Park, Oyler, Porter, Sands, Washburn, Washington Park, and Windsor. In only two cases was there a variance with the original figures submitted. However, that variance still fell within the acceptable limits.

It would be the conclusion of the Facilitator that this item of the agreement has now been satisfactorily completed.

I have discussed with Mr. Effron the district may want to evaluate its rules to provide more flexibility in the area of staff racial balance for the future.

RWE:st

cc ✓Mr. J. Michael Brandt, Superintendent
✓Mr. John P. Concannon, General Counsel
Dr. Jack L. Lewis, Director, Alternative/Settlement Office
Mr. Roger C. Effron, Personnel Director
Mr. Robert S Brown, Chairman, Communitywide Task Force
✓Mr. John A. West, Esq.
✓Honorable William A. McClain
✓Ms. Trudy D. Rauh, Esq.
✓Mr. William L. Taylor, Esq.
✓Mr. Thomas I. Atkins, Esq.
✓Mr. Mark O'Neill, Esq.

APPENDIX B

B-1-

1991-92
Evaluation
Report

Coalition of Innovative Schools

Cincinnati Public Schools

Planning, Research and Evaluation Branch

Office of the Superintendent

Nondiscrimination Statement

The Cincinnati Public Schools provides equal educational and employment opportunities for all people without regard to race, color, national origin, religion, gender or handicap. For additional information, contact the Title IX Coordinator or Section 504 Coordinator at 369-4000.

(July 1992)

Summary of Findings

Coalition of Innovative Schools **GOALS / Objectives**	Was the Objective Accomplished in 1991-92?
Schools will demonstrate improvement in the instructional and social services they provide students.	
1. Additional staff beyond the normal district allocation shall be provided at each school.	Yes
2. The school Impact Team shall meet at least three times each month to plan for student academic and social improvement. A school-wide assessment of student academic and social needs shall be completed at the beginning of each year.	Yes
3. The average class size throughout the program shall remain below the district average.	Yes
4. Teachers shall participate in inservice training each year. Such inservice shall include topics addressing at-risk students.	Yes
5. Students targeted at each school shall be provided extended instructional time each year.	Yes
6. Parental involvement shall increase or reflect average involvement of parents throughout the system. (Measured using SIS items on parent survey.)	No
7. Counselors, school nurses, and school psychologists shall provide additional student services to at-risk children. (Documented in quarterly reports.)	Yes
8. Counselors, school nurses, and school psychologists shall make contacts with parents concerning the progress of at-risk children. (Documented in quarterly reports.)	Yes
Students shall demonstrate improvement in basic academic skills.	
9. Percentage of students at or above the national norm in reading, language arts, and mathematics shall increase an average of three percentage points each year between 1990-91 and 1992-93.	*Reading-* No, but did increase. *Language -* Yes *Mathematics-* Yes
10. The NCE gains in reading, language arts, and mathematics shall equal or exceed the average system gains each year for students in grades 1-6.	Yes
11. The average writing assessment score of students in grades 3 and 6 shall reflect improvement each year.	Yes
12. Retention rates shall decrease each year until they are no more than .5 percentage points higher than the system average by 1992-93.	No
Students shall demonstrate improvement in school behavior.	
13. The average daily attendance rate shall increase each year and shall equal or exceed 92.0% by 1992-93.	No
14. The difference between the suspension rate for Coalition Schools and the system average rate shall decrease each year.	Yes
Students, teachers, and parents will demonstrate positive attitudes toward school.	
15. The percentage of positive responses of students to selected SIS items shall increase each year or shall equal or exceed the system average.	Yes
16. The percentage of positive responses of parents to selected SIS items shall increase each year or shall equal or exceed the system average.	No
17. The average rating of teachers' responses to selected SIS items shall increase each year or shall equal or exceed the system average.	No

COALITION OF INNOVATIVE SCHOOLS
An Evaluation Report
1991-1992

Introduction

The Coalition of Innovative Schools program began in 1984-85. The project's major purpose was to improve the academic performance of students in the lowest achieving schools in the Cincinnati Public Schools district. The program was recently modified and the success experienced in the first few years of the program is being documented once again.

The evaluation findings are reported in response to questions that relate to the stated objectives of the Coalition program. Each question is answered and supporting data in table format are provided. Questions 1 through 8 address the major components of the Coalition program. Questions 9-17 address the program outcomes.

Two answers do not respond directly to the stated objectives of the program. Also, three of the program objectives mention at-risk students. For the purpose of this report, any additional support or services provided students through this program are considered interventions for at-risk students.

Preceding the full text of the evaluation findings is a chart displaying a summary of findings for the program. Following the text is a similar summary displaying the findings for each school in the program.

Additional evaluation questions, figures and tables concerning Coalition schools that may be of interest to the reader are found in the appendices.

Evaluation Findings

Program Components

QUESTION 1:

Were additional staff allotted to Coalition schools?

Yes.

Approximately 125 additional personnel from various funding sources were allocated to Coalition Schools. Seventy-nine certificated personnel, 2.5 administrators and 44 civil service employees were added.

All schools received additional teachers used for reducing class size or for operating special programs. Each school received a full-time counselor and a part-time additional school psychologist. Other additional personnel some schools received included a part-time school nurse, part-time visiting teacher, additional half-time kindergarten teacher for providing all-day kindergarten, home-school facilitator and assistant principal. Listed in the table below is a complete accounting of all additional personnel in Coalition schools.

Table 1. Additional Personnel Allotted to Coalition of Innovative Schools, 1991-92.

	CERTIFICATED PERSONNEL																	ADMINISTRATIVE PERSONNEL	CIVIL SERVICE PERSONNEL						
	Teachers for Class Size Reduction																								
School	K	1	2	3	4	5	6	Extended Kindergarten	Counselor	Home-School Facilitator	Art, Music or Physical Education Teacher	Instructional Leader	In-School Suspension	Visiting Teacher	School Nurse/ School Psychologist	Other	Assistant Principal	Parent Coordinator	Computer Lab	Other	Total Certificated	Total Administrative	Total Civil Service	Total Additional Personnel
Hays		3	1	1	1		1	.5	1 B/G					.5 B/G	.20 B/G .20 B/G		.5 B/G	1	1 B/G	1	8.40	.5	3	11.9
Heberle	1	1		1		.5		.5 B/G .5 A	1 B/G	1	1.5 B/G		1		1.20 .20 B/G	1 1 A			1 B/G	5	12.40	0	6	18.4
[illegible]	1		1	1				1 A	1 B/G	1	3 A		1		.20 B/G				1 B/G	2 1 B/G 3 A	10.20	0	7	17.2
Hoffman		1	1				1	.5	1 B/G		1 B/G	1 UDP		.2 B/G	.20 .20 B/G	2	.5 B/G	1	1	1 1 UDP	9.10	.5	4	13.6
Oyler		3	2	1		1A		.5 A .5	1 B/G	1 DPPF	1 A			.5 B/G	.75 B/G	2	.5 B/G		1 B/G		14.25	.5	1	15.75
Rothenberg	1	2	1	1	1	1	1		1 B/G	1	.5 B/G			.5 B/G	.20 .20 B/G	1.0 .2 A	.5 B/G	.5	1 B/G	3.5	12.90	.5	5	18.4
Washington Park	1	1	1					.5 GF	1 B/G		1 B/G				.20 B/G	2		1	1	5 1 B/G	7.70	0	8	15.7
Windsor									1 GF					.5 B/G	.20 .20 B/G	2 .3 A	.5 B/G	1	1	3 1 GF 4 UDP 1 B/G	5.20	.5	9	14.7
TOTAL	4	11	7	5	2	2.3	2.0	4.5	8	4.0	8	1	2	2.2	4.15	11.5	2.5	4.5	7	31.5	79.15	2.5	44.0	125.65

Funding Sources: Not noted - Chapter 1 Schoolwide Project. B/G - Position originally funded with Bronson funds and continued under General Fund. UDP - Urban Demonstration Project. A - Alternative/Settlement Office. GF - General Fund. DPPF - Disadvantaged Pupil Personnel Fund.

* Heberle - One teacher served grade 1 students deficient in reading skills in pull-out program and one teacher served in Extended Day Program.
Hoffman - Two Reading Recovery teachers.
Oyler - One teacher ran Parents as Partners in Reading Program, one teacher ran math lab.
Rothenberg - .2 FTE was Gifted and Talented teacher who served targeted students one day a week and one teacher taught social skills.
Washington Park - Two additional teachers provided music and physical education instruction for grades K-6 while also allowing for team planning for teachers at each grade level.
Windsor - Two Reading Recovery teachers and .3 Gifted and Talented teacher.

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QUESTION 2:

Did each school's Impact Team meet three times each month to plan for student academic and social improvement? Was a school-wide assessment of student needs made?

Data were not collected to determine the actual number of times school Impact Teams met each month. However, yes is given as the response to both questions based on the following rationale.

All Coalition schools reported meeting regularly each month. Each team met for the purpose of reviewing and prescribing appropriate interventions for students with social or academic needs. The school-wide student assessment was completed informally through staff referrals to the Impact Team. Listed in the table below are data concerning each school's team and the percentage of students who were referred to the school's Impact Team. The average percentage of students referred across all schools was 32%.

Table 2. School Impact Teams at Coalition of Innovative Schools, 1991-92.

SCHOOL	SCHOOL IMPACT TEAM MEMBERS	REGULAR MEETING DATE AND TIME	PERCENTAGE OF STUDENT POPULATION REFERRED TO SCHOOL IMPACT TEAM
HAYS	Principal, Assistant Principal, Visiting Teacher, Counselor, Nurse, Speech Therapist	Tuesday 2:15	44%
HEBERLE	Principal, Assistant Principal, Visiting Teacher, Counselor, Psychologists, Nurse, Home-School Facilitator, In-School Suspension Instructor	Wednesday 10:00	28%
HEINOLD	Assistant Principal, Visiting Teacher, Counselors, Psychologists, Nurse, In-School Suspension Teacher, Home-School Facilitator, Community Agency Representative	Tuesday 2:15	30%
HOFFMAN	Principal, Assistant Principal, Visiting Teacher, Counselor, Psychologist, Nurses, Community Agency Representative	Thursday 12:45	22%
OYLER	Principal, Assistant Principal, Visiting Teacher, Counselor, Psychologists, Nurse, Home-School Facilitator	Wednesday 10:00	47%
ROTHENBERG	Assistant Principal, Visiting Teacher, Counselor, Psychologist, Home-School Facilitator, Social Skills Coordinator	Tuesday 2:15	21%
WASHINGTON PARK	Principal, Assistant Principal, Visiting Teacher, Counselor, Psychologists, Nurse, Speech Therapist, Home-School Facilitator, Community Agency Representatives	Friday 7:45	34%
WINDSOR	Principal, Visiting Teacher, Counselors, Psychologist, In-School Suspension Facilitator, Community Agency Representative	Thursday 2:15	33%

QUESTION 3:

Were class sizes in Coalition schools below the district average?

System-wide data on class size averages were not available. However, yes is given as the response to this question based on the following rationale.

The average class size in Coalition schools was 19.2 at the end of quarter 2. This equaled a reduction of approximately four students per classroom based on a comparison of what the class size would have been with only the standard allocation of teachers. The reduction in grades 1-3 was approximately six students per classroom. The class size reduction was due entirely to the additional classroom teachers provided through Chapter 1 school-wide projects.

The average class size of 19.2 in Coalition schools was slightly higher than in 1990-91 by 0.4 students (1990-91 - 18.8). Since all Chapter 1 school-wide project teachers were in place last year, this increase was due to changing enrollment patterns in the schools resulting in a loss of three teachers despite little change in the overall number of students enrolled.

Table 3. Average Class Size of Coalition of Innovative Schools, 1991-92.

School	Total Regular Classrooms K-8	Second Quarter ADM for Regular Students K-8	Average Class Size
Hays	24	447	18.6
Heberle	37	763	20.6
Heinold	22	397	18.0
Hoffman	17	368	21.6
Oyler	22	399	18.1
Rothenberg	27	386	14.3
Washington Park	19	476	25.1
Windsor	14	251	17.9
Total Program	182	3487	19.2

NOTE: Source of data was Second Quarter Attendance Report.

Table 4. Average Class Size of Coalition of Innovative Schools, Grades 1-3 Only, 1991-92.

School	Total Regular Classrooms 1-3	Second Quarter ADM Regular Students 1-3	Average Class Size	Average Class Size Without Additional Chapter 1 Teachers	Difference
Hays	13	223	17.2	27.9	-10.7
Heberle	18	355	19.7	22.2	-2.5
Heinold	9	152	16.9	21.7	-4.8
Hoffman	9	179	19.9	25.6	-5.7
Oyler	12	175	14.6	29.2	-14.6
Rothenberg	13	191	14.7	21.2	-6.7
Washington Park	9	196	21.8	28.0	-6.2
Windsor	6	88	14.7	14.7	-0.0
Total Program	89	1559	17.5	23.6	-6.1

QUESTION 4:

Did teachers participate in inservice training in Coalition schools? What inservice training was provided which addressed the needs of at-risk students?

Yes.

Each Coalition school principal organized teacher inservice training that was most appropriate for his/her school. Listed below are the two most important inservice events (as viewed by the school principal) held in 1991-92 for the teachers in each of the Coalition schools.

Table 5. Two Inservice Training Sessions Held at Coalition of Innovative Schools, 1991-92.

School	Inservice Topic	Participants	Quarter Held	# Hours Per Staff	Presenter/Leader
Hays	Hands-On Science	Total Staff	1	2	Teachers (Miami University Science Project)
	Make-It Take-It Learning Centers for Individual Instructions	Total Staff	2	2	Melanie Braukman, Consultant
Heberle	Interpersonal Skill Development/Self-Motivation/ Valuing Differences	Total Staff	2	16	Pat Baker-Johnson, Consultant
	Strategies for Improvement on CAT	Total Staff by Grade Level	1-2	3	Principal
Heinold	Individually Guided Education	Total Staff	1	6	Teachers and other CPS staff
	Hands-On Science	Total Staff	3	2	Teachers (Miami University Science Project)
Hoffman	Student Self-Esteem	Total Staff	1-3	4	Principal, Teachers, Supervisors
	Testing Skills	Total Staff	1-3	4	Principal, Teachers, Supervisors
Oyler	WASATCH Computer Upgrade Training	Grades 3-6 Teachers	1-4	8	Greg Griwe, WASATCH Consultant
	Child Abuse and Neglect	Total Staff	2	1.5	Kay Ramsburg, Ann Blade, Consultants
Rothenberg	Phonics	Total Staff	1	3	Sister Monica, Consultant
	Human Relations	Total Staff	2	1	Agency Representatives
Washington Park	Cooperative Learning	Total Staff	3	6	Eunice Shonk, Consultant
	School Profile	Total Staff	1	1.5	CIS Evaluator
Windsor	IDEA School Improvement	Total Staff	1-4	2.5	Principal & Teacher
	Attention Deficit Disorder	Total Staff	3	1.5	David Braukman, Consultant

QUESTION 5:

Were students provided extended instructional time? What extended instructional opportunities were provided?

Yes.

Each Coalition school provided extended instructional opportunities for students that best met the needs of students in their school. Also, at each school grade 6 students benefited from the support services provided through the Earn and Learn program. In this program, extended instruction was provided grade 6 students after school and on Saturdays.

Listed below are the two most important extended instructional opportunities (as viewed by school principals) provided for students in each Coalition school.

Table 6. Two Extended Instruction Efforts at Coalition of Innovative Schools, 1991-92.

School	Extended Instruction	Target Population	Quarter Provided	# Hours Per Week	Person In Charge	Approx.# Students Served During Year
Hays	After School Tutoring	All grades	1-4	4	Teachers Instructor Assistants Volunteers	150
	Individual/Small Group Instruction	All grades	1-4	4	Teachers Instructor Assistants	75
Heberle	After School Tutoring	Primary Grades	1-4	2	Teachers	273
	Earn and Learn	Grade 6	1-4	2	Teachers	40
Heinold	After School Tutoring	All grades (42 NCEs & below)	1-4	3	Teachers Instructor Assistants	200
	Earn and Learn	Grade 6	1-4	3	Teachers	15
Hoffman	After School Tutoring	All grades	2-3	3	Teachers Coordinators	110
	Earn and Learn	Grade 6 students	1-4	3	Teachers Teacher Coordinator	20
Oyler	After School Tutoring	Students who made no NCE gain in 1991	2-4	2	Teachers Principal	25
	Dance Class	4-6	3-4	2	Teacher Trained Dancers	25
Rothenberg	Extended Day	All grades	1-4	.5	Teachers	150
	Saturday School	All grades	1-4	3	Teachers Instructor Assistants Volunteers	288
Washington Park	Tutoring and Homework Club	All grades	1-4	5	Instructor Assistants	200
	Earn and Learn	Sixth grade	1-4	3	Teachers	50
Windsor	After School Tutoring	All grades	2-3	5	Teachers	60
	Earn and Learn	Grade 6	1-4	3	Teachers	20

QUESTION 6:

Did more Coalition parents say they visited their child's school and did more parents say they volunteered in their child's school than in the previous school year or were responses to these questions similar to or greater than the system average?

No, in either case.

The percentage of Coalition parents who said they had visited their child's school was similar to the previous years percentage (1991-92 - 87%; 1990-91 - 88%) and remained below the system average by 4 percentage points.

The percentage of Coalition parents who said they had volunteered at their child's school dropped from 33% to 26% but was still higher than the 89-90 response of 21%.

The schools where responses to both questions were more positive than last year or similar to the system average were Hays and Hoffman.

Table 7. Percentage of Positive Parent Responses to Questions Concerning Their Contact With Their Child's School, Spring 1992.

	PERCENTAGE OF YES RESPONSES										PERCENTAGE POINT DIFFERENCE
Items	HAYS (N=241)	HEBERLE (N=270)	HEINOLD (N=151)	HOFFMAN (N=58)	OYLER (N=132)	ROTHENBERG (N=216)	WASHINGTON PARK (N=195)	WINDSOR (N=129)	CIS TOTAL (N=1392)	SYSTEM AVERAGE (N=10277)	
Have you visited your child's school this past year?	93 +	84 -	84 -	93	79 -	90 -	87 +	91 +	87	91	-4
Have you served as a volunteer at your child's school this past year?	30 +	44 -	13 -	33 -	23	23 -	10	25 -	26 -	32	-6

NOTE: In the Percentage of YES Responses columns a + indicates an item response that increased by two or more percentage points in comparison to the previous school year. A - indicates an item response that declined by two or more percentage points. All other percentages remained the same or changed within a range of + or - 1 percentage point.

QUESTION 7:

Did counselors, a school nurse and school psychologists provide additional services to at-risk students?

Yes.

School counselors, a school nurse and school psychologists held almost 4000 individual counseling sessions with students in Coalition schools and held over 3000 counseling sessions with small and large groups of students. Over 1500 referrals were made to other school or community agencies concerning students' needs. These additional staff in Coalition schools also coordinated services of outside agencies and volunteers to students within their schools.

Table 8. Number of Additional Services Provided to Coalition of Innovative Schools by School Counselors, Psychologists and Nurse, 1991-92.

	NUMBER OF SERVICES				Average Number of Services
Type of Service	**Counselors**	**Psychologists**	**Nurse**	**Total**	**Per School**
Individual Counseling	2352	1097	502	3951	494
Small Group Counseling	1381	324	123	1828	229
Large Group Counseling	856	567	106	1529	191
Teacher/Staff Conferences	1211	1687	185	3083	385
Referral to District Specialist	301	129	6	436	55
Referral to Community Agency	882	231	96	1209	151
Physiological Service	31	9	1130	1170	146
Coordination of Service Provided by Others	2172	206	814	3192	399
Other	672	679	6	1357	170
TOTAL PROGRAM	**9858**	**4929**	**2968**	**17755**	**2220**

QUESTION 8:

Did counselors, a school nurse, school psychologists and home-school facilitators make additional contacts with parents concerning the progress of at-risk students?

Yes.

Counselors, a school nurse, school psychologists and home-school facilitators made numerous contacts with parents throughout the school year. A total of 1421 home visits were logged and over 3500 conferences with parents by phone were made. Over 2000 conferences at school were held, most of which were with individual parents.

Table 9. Number of Additional Contacts Made With Parents at Coalition of Innovative Schools by School Counselors, Home-School Facilitators, School Psychologists and Nurse, 1991-92.

Type of Communication	**NUMBER OF CONTACTS**					**Average Contacts Per School**
	Counselors	**Home-School Facilitators**	**Psychologists**	**Nurse**	**Total**	
Home Visit	145	1094	125	57	1421	178
Parent Conference by Phone	1089	2047	327	105	3568	446
Parent Conference Individual	722	843	300	118	1983	248
Parent Conference with Small Group	56	232	67	19	374	47
Parent Conference with Large Group	25	14	11	4	54	7
Written individual parent	1324	726	261	117	2428	304
Written small group	260	245	457	3	965	121
TOTAL PROGRAM	**3621**	**5201**	**1548**	**423**	**10793**	**1351**

Program Outcomes

QUESTION 9:

Did the percentage of students at or above the national norm in reading, language arts and mathematics increase by 3 percentage points?

Yes, in language and mathematics, but no, in reading.

The percentage of students at or above the national norm on the California Achievement Tests (Form E) increased by 2.9 percentage points in reading, 4.9 percentage points in language arts and 5.5 percentage points in mathematics.

The Coalition of Innovative Schools average percentage of students at or above the national norm is closer to the system average in all three areas than it has ever been during the Bronson Settlement period (see Figure 4 in the Appendix B). However, three schools (Heinold, Rothenberg and Washington Park) remain in the lowest eight in reading in a ranking of all elementary schools.

Table 10. Percentage of Students At or Above National Norm for Coalition of Innovative Schools, 1984 to 1992.

	PERCENTAGE OF STUDENTS AT OR ABOVE THE NATIONAL NORM									Percentage Point Difference	Rank
SCHOOL	1984	1985	1986	1987	1988	1989	1990	1991	1992	1991 to 92	1992
	READING										
Hays	26.0%	28.7%	35.4%	29.4%	14.6%	19.6%	13.9%	17.9%	26.7%	+8.8	13
Heberle	25.3	32.5	35.3	40.9	19.0	23.1	15.2	25.2	31.5	+6.3	22.5
Heinold	27.6	28.9	43.1	44.7	24.5	21.7	18.3	21.0	18.0	-3.0	1
Hoffman	37.3	43.3	56.3	58.3	30.2	33.5	42.1	54.5	49.2	-5.3	42
Oyler	32.7	36.7	40.5	39.6	15.1	19.4	11.9	21.9	25.4	+3.5	10
Rothenberg	22.4	27.4	27.2	24.3	12.8	12.7	14.7	17.1	23.3	+6.2	7
Washington Park	23.2	35.5	40.1	35.1	22.4	24.3	18.6	18.2	20.4	+2.2	3
Windsor	27.8	24.2	41.7	42.8	29.4	34.7	29.3	34.7	33.0	-1.7	25
Program Average*	26.8%	32.5%	39.4%	39.4%	21.7%	23.7%	20.1%	25.3%	28.2%	+2.9	
System Average(1-6)	52.6%	53.4%	56.5%	56.4%	40.5%	41.8%	37.5%	41.5%	42.4%	+0.9	
System Average(1-8)	52.4%	51.6%	55.5%	55.2%	40.2%	41.0%	37.3%	40.5%	41.4%	+0.9	
	LANGUAGE**										
Hays					18.7%	17.8%	13.9%	21.5%	34.1%	+12.6	18
Heberle					18.1	23.0	18.1	30.8	39.4	+8.6	24
Heinold					17.1	18.3	15.4	24.3	26.8	+2.5	5
Hoffman					32.4	36.3	46.2	61.8	57.3	-4.5	44
Oyler					14.4	19.1	13.7	27.8	29.6	+1.8	9
Rothenberg					12.7	14.8	11.7	21.2	28.1	+6.9	6
Washington Park					20.4	22.1	20.8	23.8	25.1	+1.3	2
Windsor					25.4	34.9	28.6	36.3	37.4	+1.1	20
Program Average*					20.1%	23.2%	20.6%	29.9%	34.8%	+4.9	
System Average(1-6)					39.5%	42.4%	40.6%	47.5%	48.7%	+1.2	
System Average(1-8)					38.6%	41.2%	40.0%	45.5%	47.5%	+2.0	
	MATHEMATICS										
Hays	40.7%	48.6%	53.7%	47.2%	29.1%	21.7%	29.8%	38.4%	48.8%	+10.4	32
Heberle	46.6	45.4	55.9	59.5	38.3	27.3	21.3	34.4	43.2	+8.8	20
Heinold	38.8	40.0	52.0	55.1	34.1	26.0	23.4	35.9	32.2	-3.9	8
Hoffman	39.7	37.9	64.3	67.8	41.4	42.8	59.7	70.1	61.7	-8.4	47
Oyler	29.5	42.6	44.7	44.8	22.6	26.4	15.7	34.7	45.0	+10.3	24
Rothenberg	22.4	29.6	31.0	23.4	19.0	20.4	17.9	25.5	36.0	+10.5	13
Washington Park	39.1	39.0	43.8	43.5	20.1	22.0	16.0	27.8	33.7	+5.9	9
Windsor	28.4	35.0	59.9	65.9	39.6	45.5	30.5	42.4	42.9	+0.5	19
Program Average*	37.0%	39.3%	50.4%	52.2%	32.1%	28.4%	26.5%	37.3%	42.8%	+5.5	
System Average(1-6)	58.1%	58.4%	62.2%	62.8%	46.4%	45.3%	41.7%	49.3%	51.8%	+2.5	
System Average(1-8)	57.1%	56.5%	60.6%	61.2%	44.6%	43.5%	40.1%	45.7%	48.1%	+2.4	

NOTE: Between 1984 and 1987 Forms C and D of the California Achievement Tests were used. In 1988 the district began using Form E, a new test edition standardized on a new norming population.

* Oyler was not included in program average until 1991.

** Language was not included in the battery until 1987-88.

QUESTION 10:

Did NCE gains in reading, language arts and mathematics equal or exceed the average system gains?

Yes.

Academic progress as measured in NCE gains indicated that students in Coalition schools made progress in all three academic areas, reading, language arts and mathematics, greater than the average progress made by students system-wide.

Table 11. Achievement Status and Gains for Reading, Language and Mathematics of Promoted Students in Coalition of Innovative Schools, California Achievement Tests (Form E), 1991 to 1992.

School	**Average NCE 1991**	**Average NCE 1992**	**Number of Students**	**Gain* 1991-92**
	READING			
Hays	36.7	39.3	325	+2.6
Heberle	40.5	42.3	475	+1.8
Heinold	40.3	37.1	331	-3.2
Hoffman	50.1	48.2	258	-1.9
Oyler	38.6	38.0	268	-0.6
Rothenberg	32.9	35.6	279	+2.7
Washington Park	37.8	34.9	300	-2.9
Windsor	42.4	42.0	178	-0.4
Program Average (Grades 1-6)	**39.9**	**39.8**	**2331**	**-0.1**
System Average (Grades 1-6)	**48.2**	**47.1**	**20766**	**-1.1**
Program Average (Grades 1-8)	**39.7**	**39.6**	**2414**	**-0.1**
System Average (Grades 1-8)	**47.6**	**46.8**	**26033**	**-0.8**
	LANGUAGE			
Hays	41.5	41.6	191	+0.1
Heberle	45.7	46.0	295	+0.2
Heinold	42.2	38.3	231	-4.0
Hoffman	53.9	54.5	153	+0.6
Oyler	39.5	40.2	174	+0.7
Rothenberg	36.2	36.9	167	+0.7
Washington Park	38.9	36.9	182	-2.0
Windsor	43.5	41.3	129	-2.2
Program Average (Grades 3-6)	**43.1**	**42.4**	**1439**	**-0.7**
System Average (Grades 3-6)	**52.1**	**51.2**	**13250**	**-0.9**
Program Average (Grades 3-8)	**42.7**	**42.0**	**1522**	**-0.7**
System Average (Grades 3-8)	**51.1**	**50.3**	**18491**	**-0.8**
	MATHEMATICS			
Hays	46.2	47.8	249	+1.7
Heberle	48.1	46.3	367	-1.9
Heinold	44.8	41.2	279	-3.5
Hoffman	59.7	54.0	197	-5.7
Oyler	46.1	46.5	215	+0.4
Rothenberg	37.7	39.0	212	+1.3
Washington Park	42.6	39.6	224	-3.0
Windsor	46.0	44.3	155	-1.8
Program Average (Grades 2-6)	**46.8**	**45.4**	**1815**	**-1.4**
System Average (Grades 2-6)	**52.7**	**51.2**	**16895**	**-1.5**
Program Average (Grades 2-8)	**46.4**	**44.8**	**1898**	**-1.6**
System Average (Grades 2-8)	**51.5**	**49.5**	**22141**	**-2.0**

* Due to rounding, some gains are not directly computable from average NCE scores.

QUESTION 11:

Did writing assessment scores show improvement in Coalition schools at grades 3 and 6?

Yes.

The difference between the system average and the Coalition average at grades 3 and 6 was reduced but not at grade 8 in comparison to differences from the previous school year. This makes the third year in a row average writing scores have moved in the direction of the system average in these grades.

Writing scores for grade 8 students at Heinold were similar to the system average in 1990-91, but dropped by slightly more than a half scale point in 1991-92, moving further below the system average at grade 8.

Table 12. Mean Scores of the Instructional Assessment Test in Writing for Coalition of Innovative Schools, Fall 1991.

School	GRADE LEVEL Three Explanatory Writing	 Six Explanatory Writing	 Eight Persuasive Writing
Hays	2.20	2.31	
Heberle	2.51	2.54	
Heinold	2.47	2.61	2.28
Hoffman	3.78	2.46	
Oyler	2.84	2.48	
Rothenberg	2.27	2.95	
Washington Park	2.06	2.62	
Windsor	2.49	3.00	
PROGRAM AVERAGE	**2.54**	**2.61**	**2.28**
SYSTEM AVERAGE	**2.74**	**2.97**	**2.73**

NOTE: Tests were scored on a 1-6 scale.

Table 13. Deviation from System Average of Mean Writing Scores of Coalition of Innovative Schools Mean on Instructional Assessment Test in Writing, 1990-91 and 1991-92.

	GRADE LEVEL					
	Three Explanatory Writing		Six Explanatory Writing		Eight Persuasive Writing	
School	1990-91	1991-92	1990-91	1991-92	1990-91	1991-92
Hays	-0.43	-0.54	-0.93	-0.66		
Heberle	-0.69	-0.23	-0.46	-0.43		
Heinold	-0.59	-0.27	-0.56	-0.36	-0.18	-0.45
Hoffman	+0.62	+1.04	-0.11	-0.51		
Oyler	+0.10	+0.10	-0.87	-0.49		
Rothenberg	-0.61	-0.47	-0.11	-0.02		
Washington Park	-0.66	-0.68	-0.26	-0.35		
Windsor	-0.27	-0.25	-0.32	+0.03		
PROGRAM AVERAGE	**-0.37**	**-0.20**	**-0.43**	**-0.36**	**-0.18**	**-0.45**

QUESTION 12:

Did the Coalition retention rate decrease or was it within .5 percentage point of the system average?

No, in either case.

The Coalition retention rate and the system average (K-6) retention rate both increased in 1991-92. The difference between the Coalition retention rate and the system average increased from 0.4 percentage points in 1990-91 to 1.2 percentage points in 1991-92. Retention rates in each school in the program increased as well.

However, the retention rates at Hays, Hoffman, Oyler, Rothenberg and Washington Park were either below or within .5 percentage point of the system average.

Table 14. Percentage of Students Retained for Coalition of Innovative Schools, June 1990 Through June 1992.

School	1989-90	1990-91	1991-92
Hays	7.2% (N=34)	3.2% (N=15)	6.8% (N=34)
Heberle	5.7 (N=46)	9.4 (N=71)	11.0 (N=86)
Heinold	11.8 (N=60)	5.3 (N=25)	20.2 (N=100)
Hoffman	3.9 (N=13)	0.9 (N=3)	6.7 (N=25)
Oyler	4.6 (N=24)	3.5 (N=17)	4.9 (N=25)
Rothenberg	4.6 (N=25)	2.9 (N=14)	6.9 (N=32)
Washington Park	2.0 (N=9)	2.4 (N=11)	5.0 (N=25)
Windsor	4.0 (N=14)	7.3 (N=23)	8.5 (N=22)
PROGRAM TOTAL K-6	**4.7%**	**4.4%**	**7.9%**
PROGRAM TOTAL K-8	**5.6%**	**5.0%**	**9.0%**
SYSTEM TOTAL K-6*	**4.4%**	**4.0%**	**6.7%**
SYSTEM TOTAL K-8*	**9.0%**	**7.6%**	**12.4%**

* Does not include Special Education students because unable to determine K-8 count of Special Education students retained.

QUESTION 13:

Did the overall attendance rate increase in Coalition schools or exceed 92.0%?

No, in either case.

The attendance rate in Coalition schools of 90.1% reflected a decline of 0.8 percentage points from last year. However, because the system average declined by 1.0 percentage point, the Coalition attendance rate for 1991-92 was closer to the system average than in the previous school year.

The attendance rate did improve at Oyler (+0.3) and Windsor (+0.2) and remained stable at Heberle (+0) and the attendance rates at Heberle and Hoffman exceeded the program goal of 92%.

Attendance did increase overall in Coalition schools in quarters 1 and 3. The large decline in attendance during quarter 2, which was most likely associated with the severe flu outbreak at that time in the community, was not as large as the system decline. Attendance, however, did decline in quarter 4 more than the decline system-wide.

Table 15. Average Percentages of Students in Attendance (or Attendance Rates) for Coalition of Innovative Schools, 1990-91 and 1991-92.

	QUARTER 1			QUARTER 2**			QUARTER 3			QUARTER 4			TOTAL YEAR				PERCENTAGE POINT DIFFERENCE
School	90-91	91-92	+/-*	90-91	91-92	+/-	90-91	91-92	+/-	90-91	91-92	+/-	88-89	89-90	90-91	91-92	90-91 TO 91-92
Hays	93.9	94.3	+	90.9	89.3	-	89.4	90.8	+	91.7	89.9	-	91.1	90.6	91.5	91.0	-0.5
Heberle	93.0	93.3	+	91.7	91.1	-	91.6	94.4	+	95.3	92.3	-	90.8	90.3	92.8	92.8	0
Heinold	93.2	94.5	+	91.6	85.5	-	90.2	87.9	-	91.3	89.2	-	90.9	89.2	91.5	89.2	-2.3
Hoffman	95.3	98.4	+	93.8	87.9	-	95.9	93.8	-	99.4	91.7	-	92.7	90.4	96.1	92.8	-3.3
Oyler	89.3	90.5	+	87.1	85.3	-	86.7	88.0	+	85.9	87.1	+	89.0	87.5	87.3	87.6	+0.3
Rothenberg	91.0	89.2	-	87.9	86.8	-	87.5	89.3	+	85.7	86.3	+	88.4	88.1	88.1	87.9	-0.2
Washington Park	91.3	90.9	-	90.0	84.5	-	89.3	88.6	-	87.4	87.7	+	90.7	88.8	89.4	87.9	-1.5
Windsor	92.0	94.9	+	91.0	89.6	-	89.9	89.2	-	89.9	89.7	-	93.6	89.4	90.7	90.9	+0.2
All Program Schools	92.3	93.0	+.7	90.4	87.6	-2.8	89.9	90.5	+0.6	90.8	89.4	-1.4	91.0	89.3	90.9	90.1	-0.8
All Elementary Schools	95.0	94.5	-0.5	92.6	89.3	-3.3	91.6	91.9	+0.3	91.9	91.5	-0.4	93.0	92.4	92.8	91.8	-1.0
All Students Grades K-6	94.5	93.8	-0.7	91.9	88.8	-3.1	90.9	91.0	+0.1	91.0	90.7	-0.3	92.3	91.9	92.1	91.1	-1.0

* - = Decrease in attendance rate from 90-91 to 91-92.
+ = Increase in attendance rate from 90-91 to 91-92.
0 = No change from 90-91 to 91-92.

** Flu outbreak quarter 2, 1991-92.

QUESTION 14:

Was the difference between the suspension rate at Coalition schools and the suspension rate system-wide reduced?

Yes.

The suspension rates for CIS schools and the system average (K-6) were almost the same in 1991-92. The percentage of students suspended in CIS schools was 14.3% and the system average was 13.7%, a difference of 0.6 percentage points. In 1990-91 the difference was 2.6 percentage points. However, it must also be stated that suspension rates increased in CIS schools as well as throughout the district. In CIS schools the suspension rate increase from 8.7% to 14.3%, while throughout the system (K-6) the rate increased from 6.1% to 13.7%.

Table 16. Number and Percentage of Students Suspended in Coalition of Innovative Schools, 1990-91 and 1991-92.

School	1990-91 Number	1990-91 Percentage	1991-92 Number	1991-92 Percentage	Percentage Point Difference 90-91 to 91-92
Hays	5	1.0%	54	11.0%	+10.0
Heberle	27	3.4	45	6.7	+3.3
Heinold	32	6.6	50	10.0	+3.4
Hoffman	11	3.3	16	4.3	+1.0
Oyler	111	22.4	115	23.6	+1.2
Rothenberg	54	10.9	133	28.2	+17.3
Washington Park	66	14.2	79	15.3	+1.1
Windsor	29	8.9	62	23.5	+14.6
TOTAL PROGRAM	**335**	**8.7%**	**554**	**14.3%**	**+5.6**
TOTAL SYSTEM	**1920**	**6.1%**	**3969**	**13.7%**	**+7.6**
PERCENTAGE POINT DIFFERENCE BETWEEN PROGRAM RATE AND SYSTEM RATE		**+2.6**		**+0.6**	

QUESTION 15:

Did Coalition students demonstrate more positive attitudes toward school than in the previous school year or were student attitudes similar to or more positive than the system average?

Yes, attitudes were more positive than the system average.

While student attitudes overall were slightly less positive than last year, attitudes remained more positive than the system average.

Table 17. Percentage of Positive Student Responses to Statements Concerning Attitudes Toward School, Coalition of Innovative Schools, Grades 4-6, April 1992.

	PERCENTAGE OF YES RESPONSES										
Items	HAYS (N=128)	HEBERLE (N=235)	HEINOLD (N=102)	HOFFMAN (N=113)	OYLER (N=118)	ROTHENBERG (N=118)	WASHINGTON PARK (N=148)	WINDSOR (N=106)	CIS TOTAL (N=1068)	SYSTEM AVERAGE (N=10,031)	PERCENTAGE POINT DIFFERENCE
I like school.	77%	79%-	59%	63%-	75%+	77%+	65%	76%+	72%-	64%-	+8
I like my school.	57	59 -	53 +	63 -	61 +	47 +	61 +	66 +	59	57-	+2
My teachers care about me.	81 +	79 -	61 -	71 -	82 +	77 -	78 -	82 +	77 -	72	+5
School helps me feel good about myself.	59 -	75 -	63 -	61 -	68 +	59 -	59 -	74 -	66 -	60-	+6
Most of my school work is interesting.	83 +	74 -	63 -	72 -	76 +	74	73 +	80 +	75	62-	+13

NOTE: In the percentage of YES responses columns a + indicates an item response that increased by two or more percentage points in comparison to the previous school year. A - indicates an item response that declined by two or more percentage points. All other percentages remained the same or changed within a range of + or - 1 percentage point.

QUESTION 16:

Did Coalition parents demonstrate more positive attitudes toward school than in the previous school year or were parent attitudes similar to or more positive than the system average?

No, in either case.

The percentage of positive responses to five items that queried parents concerning their attitudes toward their child's school dropped from 2 to 7 percentage points and slightly widened the gap in attitudes between Coalition parents and the system average. However, responses were still more positive than they were two years ago prior to the most recent changes in the program.

At Hays, Windsor, Heberle and Hoffman attitudes increased or were similar to or greater than the system average.

Table 18. Percentage of Positive Parent Responses to Questions Concerning Attitudes Toward School, May 1992.

	PERCENTAGE OF YES RESPONSES										
Items	HAYS (N=241)	HEBERLE (N=270)	HEINOLD (N=151)	HOFFMAN (N=58)	OYLER (N=132)	ROTHENBERG (N=216)	WASHINGTON PARK (N=195)	WINDSOR (N=129)	CIS TOTAL (N=1392)	SYSTEM AVERAGE (N=10277)	PERCENTAGE POINT DIFFERENCE
Does your child's school teach what you think should be taught?	82%+	88%-	81%-	88%-	76%-	72%+	83%	88%+	82%-	85%	-3
Are you satisfied with the quality of teaching at your child's school?	79 +	89 -	73 -	81 -	73 -	69 +	77 -	78	78 -	81	-3
Has the school done a good job of teaching your child basic skills such as reading?	86 +	86 -	81 -	83 -	77 -	82 +	79 -	84	83 -	85	-2
Do you believe your child's teachers take a personal interest in him/her?	77 +	83 -	60 -	79 -	73 -	72 -	60 -	83 +	73 -	75	-2
Do you feel your school's programs are meeting the individual needs of your child?	68	75 -	54 -	70 -	60 -	55 -	71	69 +	66 -	71	-5

NOTE: In the percentage of YES responses columns a + indicates an item response that increased by two or more percentage points in comparison to the previous school year. A - indicates an item response that declined by two or more percentage points. All other percentages remained the same or changed within a range of + or - 1 percentage point.

QUESTION 17:

Did Coalition teachers demonstrate more positive attitudes toward school than in the previous school year or were teacher attitudes similar to or more positive than the system average?

No, in either case.

Teacher attitudes toward school in general were less positive than the previous school year, while attitudes system-wide increased slightly. However, teacher attitudes remained more positive than they were two years ago prior to the most recent changes in the Coalition program.

At Hays, Oyler, Washington Park and Windsor responses to at least three of the five items either increased or were more positive than the system average. At Washington Park and Windsor responses to all five items were similar to or more positive than the system average.

Table 19. Mean Teacher Responses to Statements Concerning Attitudes Toward School, May 1992.

	AVERAGE RESPONSE (1-7)										
Items	HAYS (N=34)	HEBERLE (N=32)	HEINOLD (N=30)	HOFFMAN (N=25)	OYLER (N=42)	ROTHENBERG (N=36)	WASHINGTON PARK (N=31)	WINDSOR (N=24)	CIS TOTAL (N=254)	SYSTEM AVERAGE (N=1748)	PERCENTAGE POINT DIFFERENCE
Satisfaction with my teaching assignment.	5.53+	5.47-	4.90-	5.48-	5.26+	5.08	5.87-	6.23+	5.44-	5.79+	-.35
General quality of teaching in our school.	5.65+	5.44+	5.20-	6.08-	5.07	5.50-	5.81	6.17+	5.56	5.83	-.27
Administration(s) cooperation with the teachers in our school.	5.18	5.00-	4.55-	4.72-	4.07+	4.81	5.42-	5.43+	4.85-	5.27	-.42
My morale as it relates to my school.	4.29-	5.00-	3.97-	4.92-	4.24+	4.49+	5.35-	5.43+	4.66-	5.20+	-.54
Staff morale in our school	4.12+	4.59-	3.57-	3.96-	3.64+	4.06+	5.32	5.22+	4.26-	4.81+	-.55

NOTE: The scale for responses was 1-7, where 1=poor and 7=excellent. In the mean ratings columns a + indicates an increase of .10 or more in comparison to 1990-91 and a - indicates a decline of .10 or more. All other responses remained the same or changed within a range of + or - .09 points.

Summary and Recommendations for Coalition Program

Summary

Out of the seventeen evaluation questions asked of the Coalition program, eleven were answered positively. Also, the question regarding improvement in the percentage of students at or above the national norm on the California Achievement Tests was answered positively for language and mathematics, but not in reading (the gain in reading was 2.9 percentage points and the expected gain was 3.0).

Recommendations

The Coalition program should be continued, at minimum, as it currently exists. However, more structured attention should be given to the areas where program objectives were not met:

- parental involvement
- reading achievement
- retention rates
- student attendance
- parent attitudes
- teacher attitudes

Summary of Findings for Each Coalition School

Coalition of Innovative Schools
GOALS / Objectives

Schools will demonstrate improvement in the instructional and social services it provides students.

1. Additional staff beyond the normal district allocation shall be provided at each school.
2. The school Impact Team shall meet at least three times each month to plan for student academic and social improvement. A school-wide assessment of student academic and social needs shall be completed at the beginning of each year.
3. The average class size throughout the program shall remain below the district average.
4. Teachers shall participate in inservice training each year. Such inservice shall include topics addressing at-risk students.
5. Students targeted at each school shall be provided extended instructional time each year.
6. Parental involvement shall increase or reflect average involvement of parents throughout the system. (Measured using SIS items on parent survey.)
7. Counselors, school nurses, and school psychologists shall provide additional student services to at-risk children. (Documented in quarterly reports.)
8. Counselors, school nurses, and school psychologists shall make contacts with parents concerning the progress of at-risk children. (Documented in quarterly reports.)

Students shall demonstrate improvement in basic academic skills.

9. Percentage of students at or above the national norm in reading, language arts, and mathematics shall increase an average of three percentage points each year between 1990-91 and 1992-93.
10. The NCE gains in reading, language arts, and mathematics shall equal or exceed the average system gains each year for students in grades 1-6.
11. The average writing assessment score of students in grades 3 and 6 shall reflect improvement each year.
12. Retention rates shall decrease each year until they are no more than .5 percentage points higher than the system average by 1992-93.

Students shall demonstrate improvement in school behavior.

13. The average daily attendance rate shall increase each year and shall equal or exceed 92.0% by 1992-93.
14. The difference between the suspension rate for Coalition Schools and the system average rate shall decrease each year.

Students, teachers, and parents will demonstrate positive attitudes toward school.

15. The percentage of positive responses of students to selected SIS items shall increase each year or shall equal or exceed the system average.
16. The percentage of positive responses of parents to selected SIS items shall increase each year or shall equal or exceed the system average.
17. The average rating of teachers' responses to selected SIS items shall increase each year or shall equal or exceed the system average.

Was the Objective Accomplished in 1991-92?

Coalition Program	Hayes	Heberle	Heinold	Hoffman	Oyler	Rothenberg	Washington Park	Windsor
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
No	Yes	No	No	Yes	No	No	No	No
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
*R- No, but did increase. L- Yes M- Yes	Yes	Yes	*R&L- No M- No, but did increase.	No, but was above system average.	R&M- Yes *L- No, but did increase.	Yes	*R&L- No, but did increase. M- Yes	*R- No L&M- No but did increase
Yes	Yes	*R- Yes L- Yes M- No	No	*R- No L- Yes M- No	Yes	Yes	No	*R- Yes L- No M- No
Yes	Gr. 3- No Gr. 6- Yes	Yes	Yes	No	Yes	Yes	No	Yes
No	Yes	No	No	Yes	Yes	Yes	Yes	No
No	No	Yes	No	Yes	Yes	No	No	Yes
Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No
Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
No	Yes	Yes	No	Yes	No	No	No	No
No	No	No	No	No	Yes	No	Yes	Yes

*R= Reading, L= Language Arts, M= Mathematics

APPENDIX A

Additional Evaluation Questions Not Directly Related to Program Goals

QUESTION 18:

Was a larger proportion of four-year old children served in preschool programs in Coalition schools than in preschool programs throughout the district?

Yes.

The number of four year old children served in all preschool programs operated by the Cincinnati Public Schools in 1991-92 was approximately 800. Almost one-third of this number were children served in programs operated in the Coalition of Innovative Schools. When considering that the kindergarten population of these eight schools represents approximately 13% of the district total, finding that almost one-third of the children served in preschool were served in these schools supports the conclusion that the children of these neighborhoods received a greater share of preschool services offered by our district than children did in general throughout the district.

Table 20. Number of Students (Age 4 or Older) in Preschool Programs, October 1991.

School	Number
Hays	50
Heberle	35
Heinold	26
Hoffman	23
Oyler	34
Rothenberg	37
Washington Park	31
Windsor	16
TOTAL PROGRAM	**252**
TOTAL SYSTEM	**803**

QUESTION 19:

Was a larger proportion of students served in all-day kindergarten programs in Coalition schools than throughout the district?

Yes.

A total of 83.0% of kindergarten level children in Coalition of Innovative Schools were enrolled in all-day programs. This percentage is larger than the district average of 73.7%. Therefore, a larger proportion of kindergarten students were in all-day kindergarten programs in Coalition schools than throughout the district.

Table 21. Number of Students in Half-Day or All-Day Kindergarten, October 1991.

School	Half-Day Kindergarten	All-Day Kindergarten	Total
Hays	0	78	78
Heberle	50	74	124
Heinold	0	42	42
Hoffman	0	56	56
Oyler	0	76	76
Rothenberg	25	34	59
Washington Park	0	103	103
Windsor	25	25	50
TOTAL PROGRAM	**100 (17.0%)**	**488 (83.0%)**	**588**
TOTAL SYSTEM	**1207 (26.3%)**	**3389 (73.7%)**	**4596**

QUESTION 20:

What additional financial support was given to Coalition of Innovative Schools in 1991-92?

Almost 3.7 million dollars from the district's General Fund and Chapter 1 was provided to Coalition schools beyond the normal district allocation.

The Coalition of Innovative Schools received over $800,000 above their regular school allocations from the General Fund, and almost 2.9 million dollars from Chapter 1. Ninety-four percent of these additional funds were for personnel, both certificated and non-certificated staff.

Table 22. Coalition of Innovative Schools Program Estimated Additional General Fund Costs, 1991-92.

School	Total Personnel	Consultants	Supplies/ Equipment	Total
Hays	$112,400	$2,100	$4,000	$118,500
Heberle	129,600	2,100	4,000	135,700
Heinold	84,700	2,100	4,000	90,800
Hoffman	112,075	2,100	4,000	118,175
Oyler	69,700	2,100	4,000	75,800
Rothenberg	130,400	2,100	4,000	136,500
Washington Park	89,000	2,100	4,000	95,100
Windsor	42,400	2,100	4,000	48,500
TOTAL PROGRAM	**$770,275**	**$16,800**	**$32,000**	**$819,075**

Table 23. Coalition of Innovative Schools Program Estimated Chapter 1 School-Wide Costs, 1991-92.

School	Total Personnel	Parent Involvement	Supplies/ Equipment	Total
Hays	$308,050	$5,500	$30,292	$343,842
Heberle	554,140	13,619	33,381	601,140
Heinold	293,431	1,900	15,559	310,890
Hoffman	211,883	300	3,231	215,414
Oyler	366,733	3,100	7,900	377,733
Rothenberg	445,329	2,894	35,700	483,923
Washington Park	310,502	1,000	1,000	312,502
Windsor	207,811	9,729	9,500	227,040
TOTAL PROGRAM	**$2,697,879**	**$38,042**	**$136,563**	**$2,872,484**

APPENDIX B

Figures Displaying Achievement Test Results

Figure 1. Reading Achievement in Coalition of Innovative Schools, April 1990 Through April 1992.

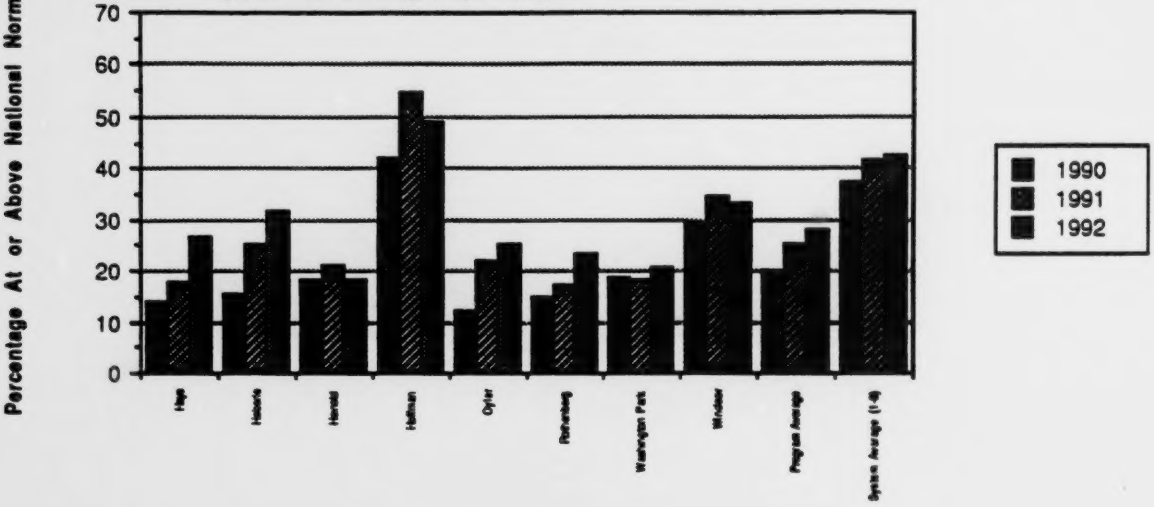


Figure 2. Language Achievement in Coalition of Innovative Schools, April 1990 Through April 1992.

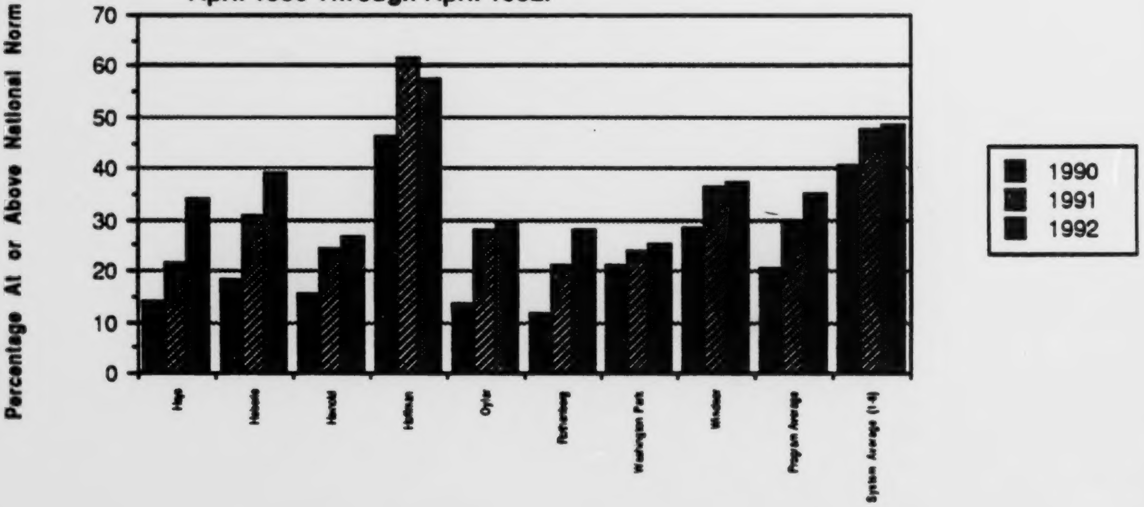


Figure 3. Mathematics Achievement in Coalition of Innovatiave Schools, April 1990 Through April 1992.

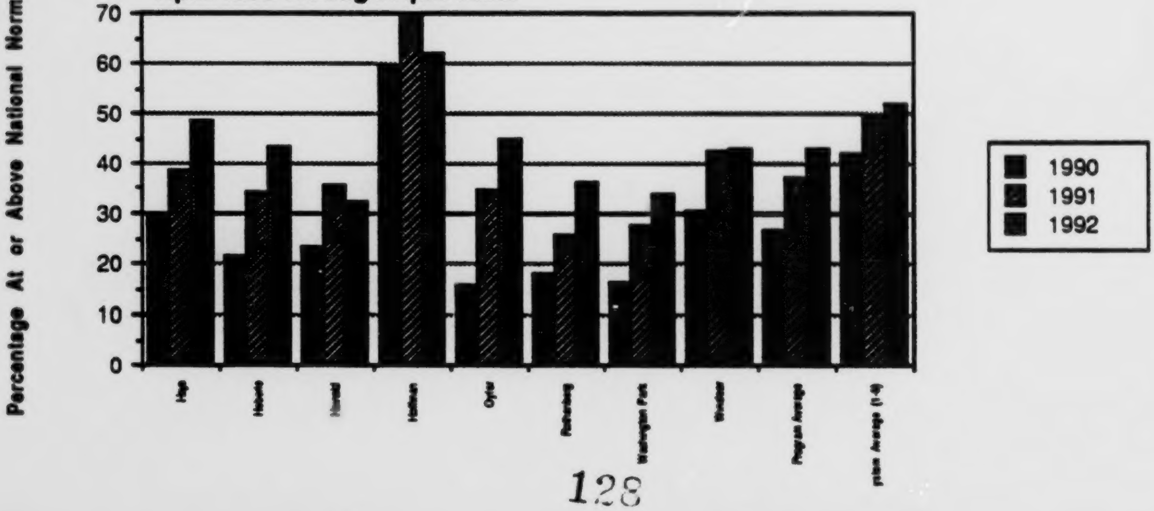
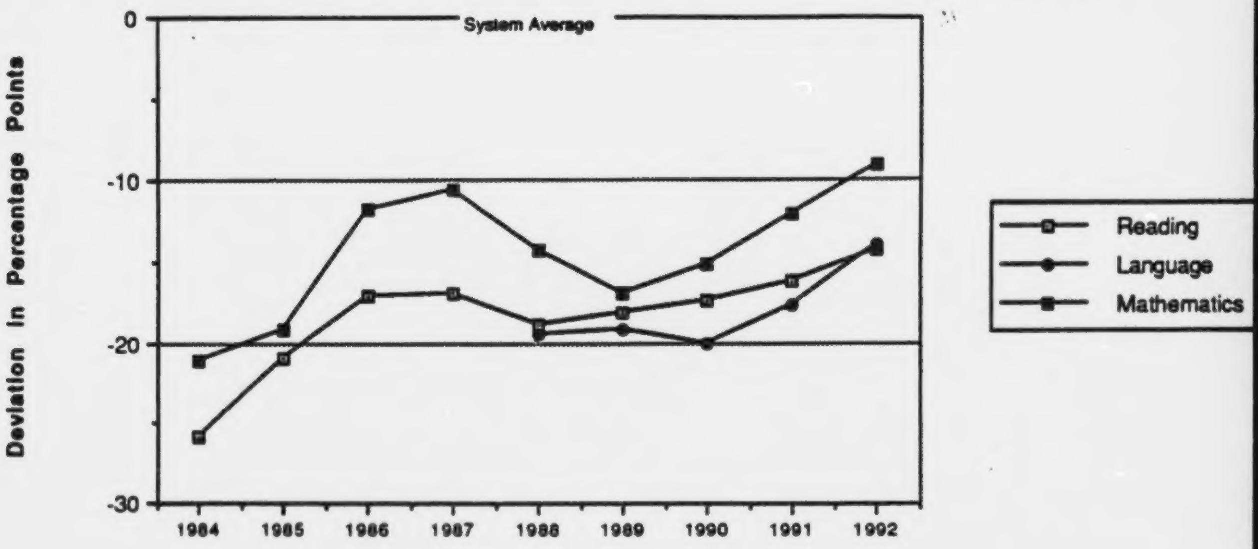
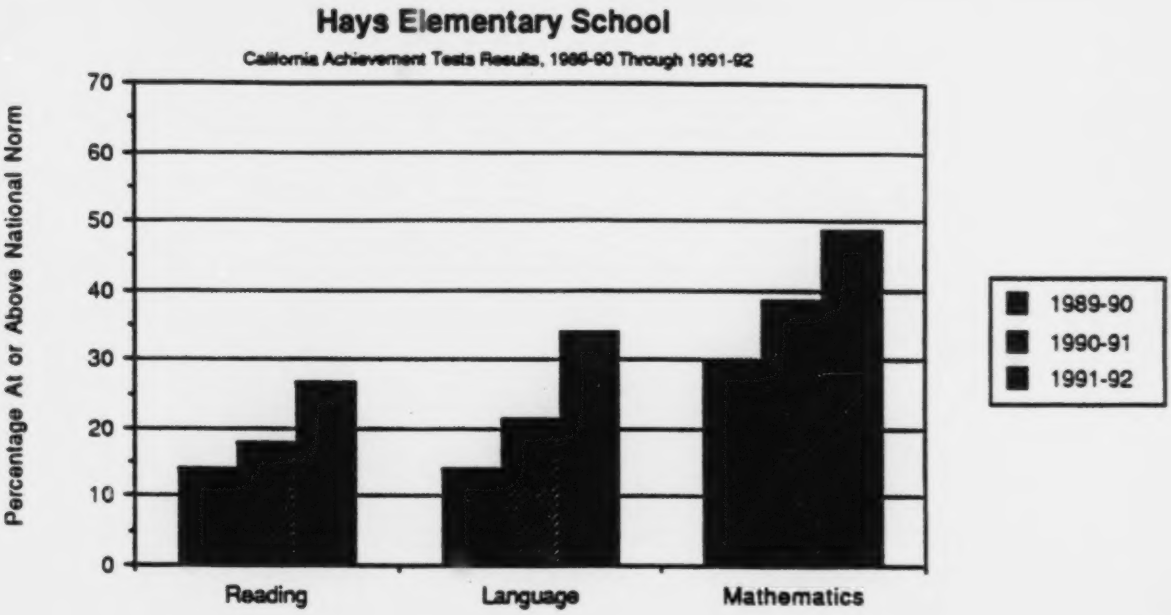
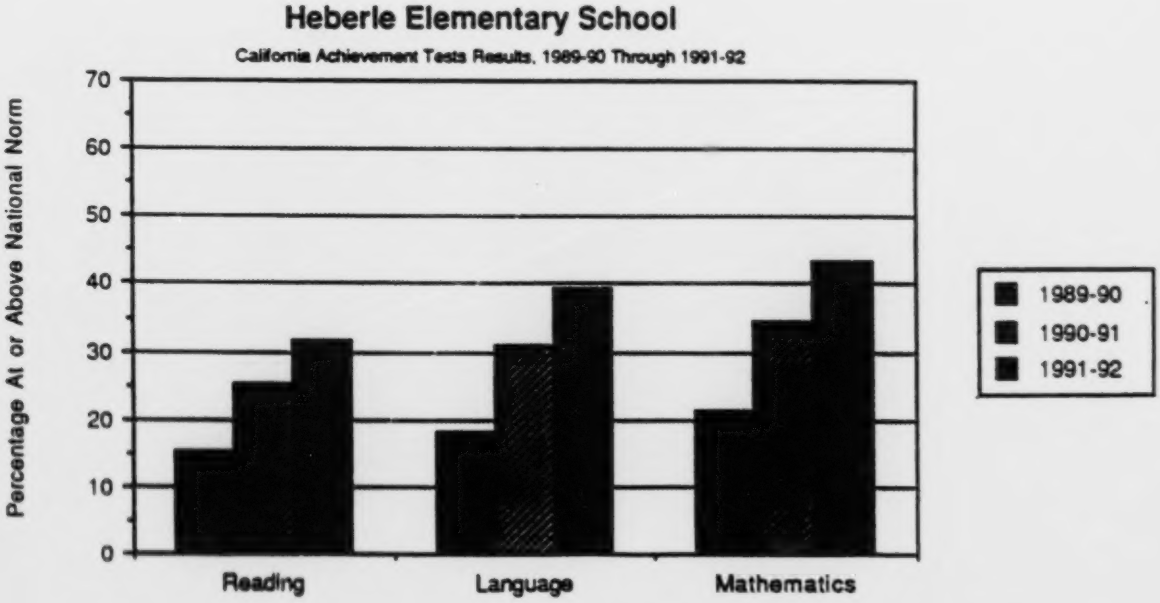
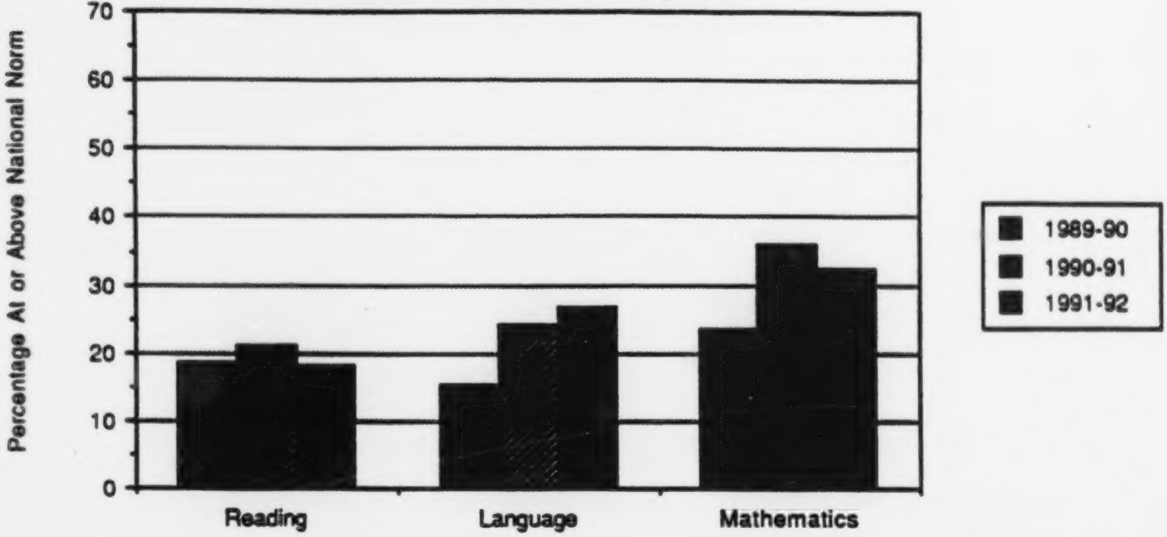


Figure 4. Difference Between Coalition of Innovative Schools and System Average in Percentage of Students at or Above the National Norm on the California Achievement Tests, 1984 Through 1991.



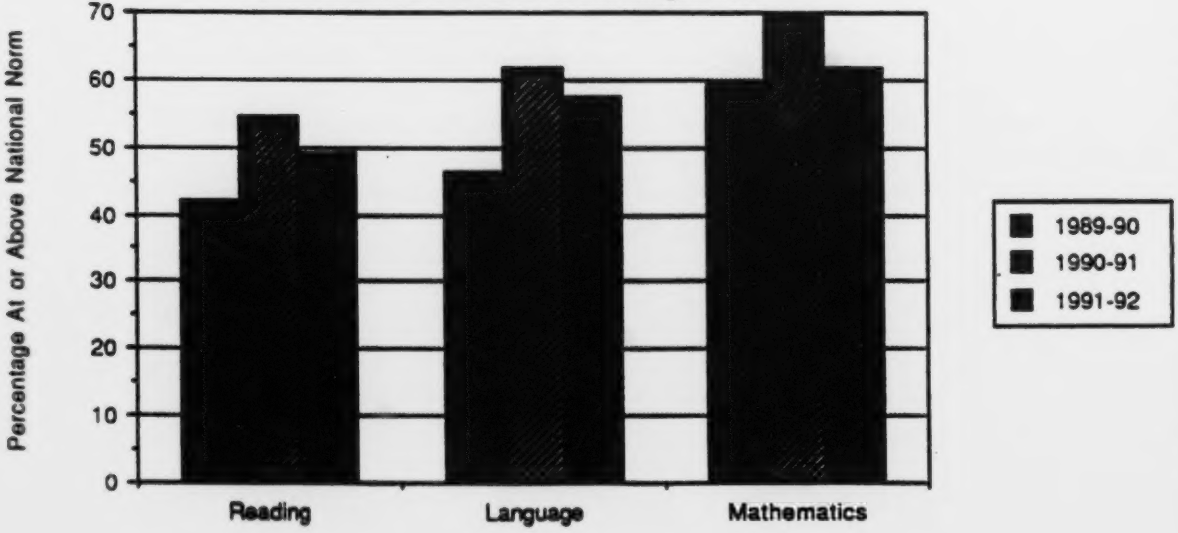

Hays Elementary School
California Achievement Tests Results, 1989-90 Through 1991-92
Percentage At or Above National Norm
70
60
50
40
30
20
10
0
Reading
Language
Mathematics
1989-90
1990-91
1991-92


Heberle Elementary School
California Achievement Tests Results, 1989-90 Through 1991-92
Percentage At or Above National Norm
70
60
50
40
30
20
10
0
Reading
Language
Mathematics
1989-90
1990-91
1991-92



Heinold I.G.E. Elementary School

California Achievement Tests Results, 1989-90 Through 1991-92

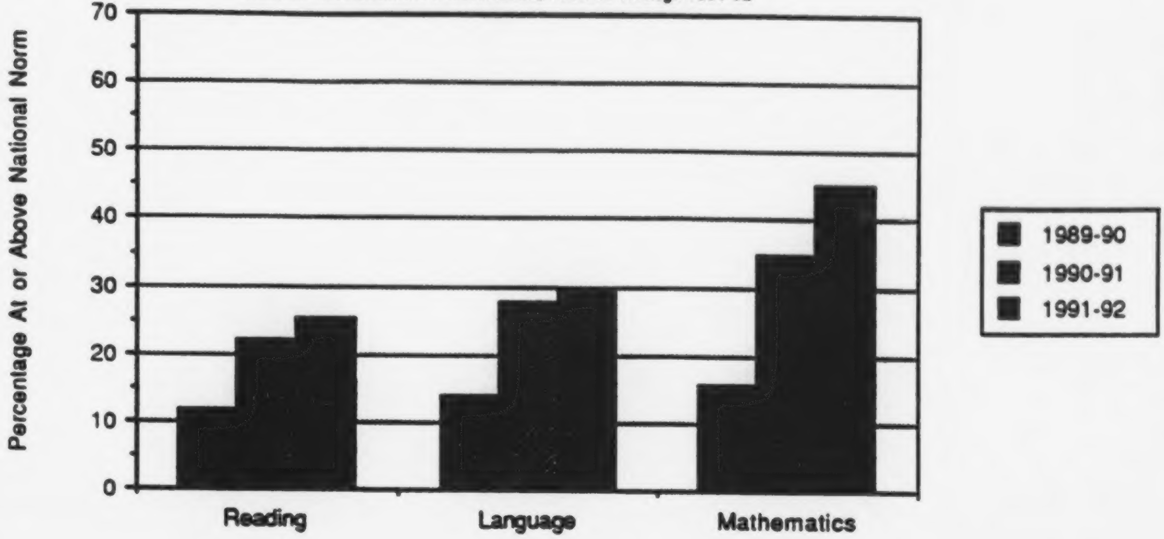


Hoffman Elementary School

California Achievement Tests Results, 1989-90 Through 1991-92

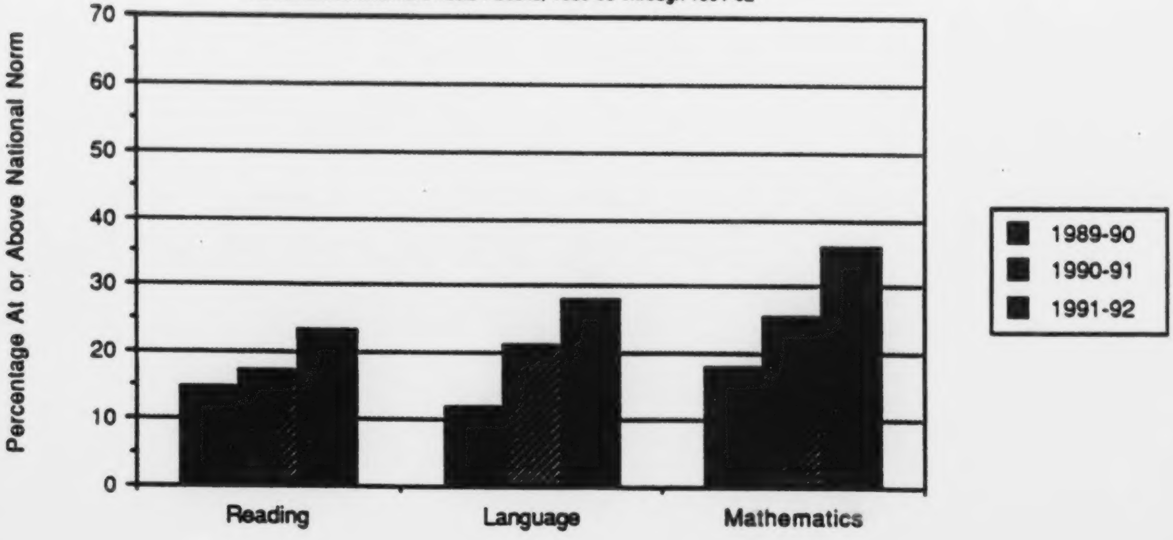
Oyler Elementary School

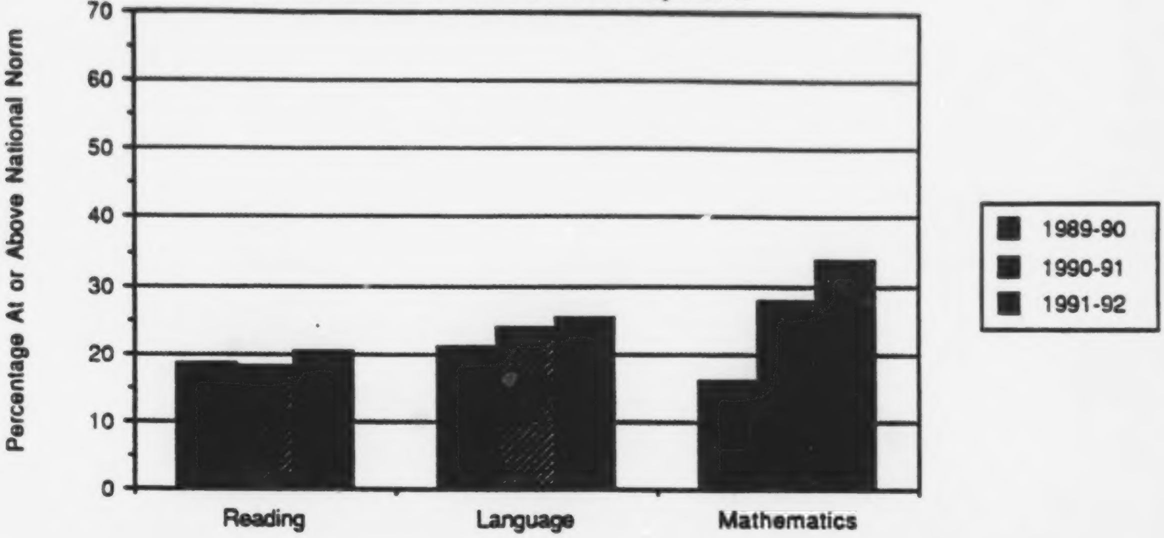
California Achievement Tests Results, 1989-90 Through 1991-92



Rothenberg Elementary School

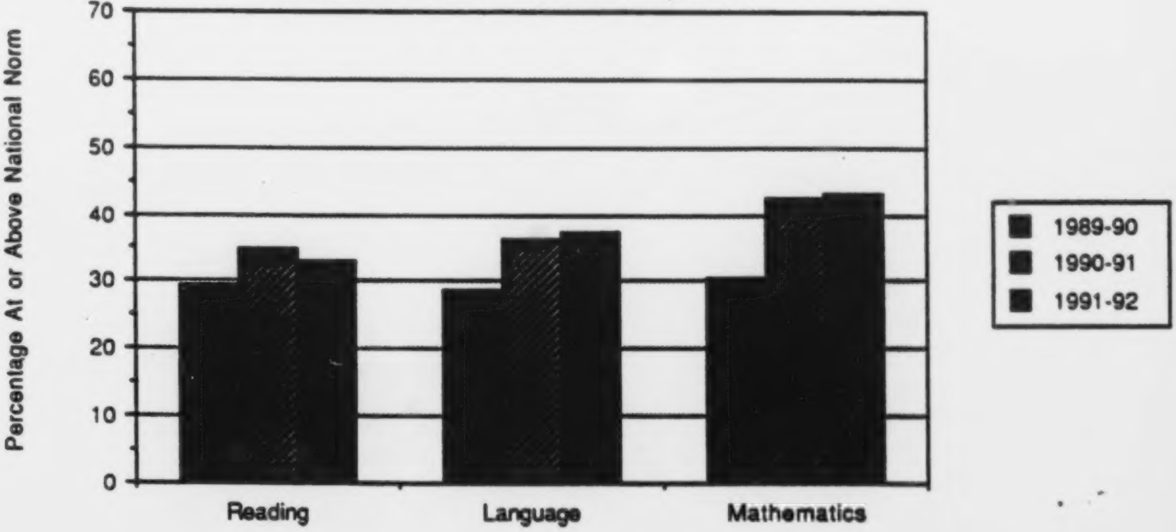
California Achievement Tests Results, 1989-90 Through 1991-92





Washington Park Elementary School

California Achievement Tests Results, 1989-90 Through 1991-92



Windsor Elementary School

California Achievement Tests Results, 1989-90 Through 1991-92

APPENDIX C

Tables of Survey Data of Each School, 1990-91 and 1991-92

Attitudes Toward School of Students, Teachers and Parents at Hays Elementary School, Spring 1991 and Spring 1992.

STUDENT ATTITUDES

	PERCENTAGE OF YES RESPONSES		
Items	1990-1991 (N=123)	1991-1992 (N=128)	DIFFERENCE
I like school.	78%	77%	- 1
I like my school.	58	57	- 1
My teachers care about me.	76	81	+ 5
School helps me feel good about myself.	76	59	-17
Most of my school work is interesting.	81	83	+ 2

TEACHER ATTITUDES

	AVERAGE RESPONSE (1-7)		
Items	1990-1991 (N=33)	1991-1992 (N=34)	DIFFERENCE
Satisfaction with my teaching assignment.	5.39	5.53	+ .14
General quality of teaching in our school.	5.48	5.65	+ .17
Administrator(s) cooperation with the teachers in our school.	5.24	5.18	- .06
My morale as it relates to my school.	4.88	4.29	- .59
Staff morale in our school.	4.06	4.12	+ .06

PARENT ATTITUDES

	PERCENTAGE OF YES RESPONSES		
Items	1990-1991 (N=224)	1991-1992 (N=241)	DIFFERENCE
Does your child's school teach what you think should be taught?	75%	82%	+ 7
Are you satisfied with the quality of teaching at your child's school?	73	79	+ 6
Has the school done a good job of teaching your child basic skills such as reading?	79	86	+ 7
Do you believe your child's teachers take a personal interest in him/her?	74	77	+ 3
Do you feel your school's programs are meeting the individual needs of your child?	69	68	- 1

Attitudes Toward School of Students, Teachers and Parents at Heberle Elementary School, Spring 1991 and Spring 1992.

STUDENT ATTITUDES

Items	PERCENTAGE OF YES RESPONSES 1990-1991 (N=230)	1991-1992 (N=235)	DIFFERENCE
I like school.	89%	79%	-10
I like my school.	81	59	-22
My teachers care about me.	93	79	-14
School helps me feel good about myself.	87	75	-12
Most of my school work is interesting.	90	74	-16

TEACHER ATTITUDES

Items	AVERAGE RESPONSE (1-7) 1990-1991 (N= 42)	1991-1992 (N= 32)	DIFFERENCE
Satisfaction with my teaching assignment.	5.59	5.47	- .12
General quality of teaching in our school.	5.38	5.44	+ .06
Administrator(s) cooperation with the teachers in our school.	5.43	5.00	- .43
My morale as it relates to my school.	5.69	5.00	- .69
Staff morale in our school.	4.83	4.59	- .24

PARENT ATTITUDES

Items	PERCENTAGE OF YES RESPONSES 1990-1991 (N=212)	1991-1992 (N=270)	DIFFERENCE
Does your child's school teach what you think should be taught?	98%	88%	-10
Are you satisfied with the quality of teaching at your child's school?	92	89	- 3
Has the school done a good job of teaching your child basic skills such as reading?	93	86	- 7
Do you believe your child's teachers take a personal interest in him/her?	90	83	- 7
Do you feel your school's programs are meeting the individual needs of your child?	92	75	-17

Attitudes Toward School of Students, Teachers and Parents at Heinold Elementary School, Spring 1991 and Spring 1992.

STUDENT ATTITUDES

Items	PERCENTAGE OF YES RESPONSES 1990-1991 (N=118)	1991-1992 (N=102)	DIFFERENCE
I like school.	69%	59%	-10
I like my school.	48	53	+ 5
My teachers care about me.	66	61	- 5
School helps me feel good about myself.	67	63	- 4
Most of my school work is interesting.	69	63	- 6

TEACHER ATTITUDES

Items	AVERAGE RESPONSE (1-7) 1990-1991 (N= 37)	1991-1992 (N= 30)	DIFFERENCE
Satisfaction with my teaching assignment.	5.89	4.90	- .99
General quality of teaching in our school.	5.47	5.20	- .27
Administrator(s) cooperation with the teachers in our school.	4.75	4.55	- .20
My morale as it relates to my school.	4.94	3.97	- .97
Staff morale in our school.	4.44	3.57	- .87

PARENT ATTITUDES

Items	PERCENTAGE OF YES RESPONSES 1990-1991 (N=152)	1991-1992 (N=151)	DIFFERENCE
Does your child's school teach what you think should be taught?	85%	81%	- 4
Are you satisfied with the quality of teaching at your child's school?	79	73	- 6
Has the school done a good job of teaching your child basic skills such as reading?	85	81	- 4
Do you believe your child's teachers take a personal interest in him/her?	68	60	- 8
Do you feel your school's programs are meeting the individual needs of your child?	66	54	-12

Attitudes Toward School of Students, Teachers and Parents at Hoffman Elementary School, Spring 1991 and Spring 1992.

STUDENT ATTITUDES

Items	PERCENTAGE OF YES RESPONSES 1990-1991 (N=107)	 1991-1992 (N=113)	DIFFERENCE
I like school.	66%	63%	- 3
I like my school.	65	63	- 2
My teachers care about me.	84	71	-13
School helps me feel good about myself.	69	61	- 8
Most of my school work is interesting.	75	72	- 3

TEACHER ATTITUDES

Items	AVERAGE RESPONSE (1-7) 1990-1991 (N= 24)	 1991-1992 (N= 25)	DIFFERENCE
Satisfaction with my teaching assignment.	6.38	5.48	- .90
General quality of teaching in our school.	6.42	6.08	- .34
Administrator(s) cooperation with the teachers in our school.	6.17	4.72	-1.45
My morale as it relates to my school.	5.88	4.92	- .96
Staff morale in our school.	6.00	3.96	-2.04

PARENT ATTITUDES

Items	PERCENTAGE OF YES RESPONSES 1990-1991 (N= 84)	 1991-1992 (N= 58)	DIFFERENCE
Does your child's school teach what you think should be taught?	92%	88%	- 4
Are you satisfied with the quality of teaching at your child's school?	93	81	-12
Has the school done a good job of teaching your child basic skills such as reading?	93	83	-10
Do you believe your child's teachers take a personal interest in him/her?	88	79	- 9
Do you feel your school's programs are meeting the individual needs of your child?	83	70	-13

Attitudes Toward School of Students, Teachers and Parents at Oyler Elementary School, Spring 1991 and Spring 1992.

STUDENT ATTITUDES

Items	PERCENTAGE OF YES RESPONSES 1990-1991 (N=136)	PERCENTAGE OF YES RESPONSES 1991-1992 (N=118)	DIFFERENCE
I like school.	67%	75%	+ 8
I like my school.	50	61	+11
My teachers care about me.	74	82	+ 8
School helps me feel good about myself.	64	68	+ 4
Most of my school work is interesting.	65	76	+11

TEACHER ATTITUDES

Items	AVERAGE RESPONSE (1-7) 1990-1991 (N= 39)	AVERAGE RESPONSE (1-7) 1991-1992 (N= 42)	DIFFERENCE
Satisfaction with my teaching assignment.	5.08	5.26	+ .18
General quality of teaching in our school.	5.00	5.07	+ .07
Administrator(s) cooperation with the teachers in our school.	3.82	4.07	+ .25
My morale as it relates to my school.	3.95	4.24	+ .29
Staff morale in our school.	3.13	3.64	+ .51

PARENT ATTITUDES

Items	PERCENTAGE OF YES RESPONSES 1990-1991 (N=121)	PERCENTAGE OF YES RESPONSES 1991-1992 (N=132)	DIFFERENCE
Does your child's school teach what you think should be taught?	88%	76%	-12
Are you satisfied with the quality of teaching at your child's school?	82	73	- 9
Has the school done a good job of teaching your child basic skills such as reading?	88	77	-11
Do you believe your child's teachers take a personal interest in him/her?	76	73	- 3
Do you feel your school's programs are meeting the individual needs of your child?	63	60	- 3

Attitudes Toward School of Students, Teachers and Parents at Rothenberg Elementary School, Spring 1991 and Spring 1992.

STUDENT ATTITUDES

Items	PERCENTAGE OF YES RESPONSES 1990-1991 (N=115)	PERCENTAGE OF YES RESPONSES 1991-1992 (N=118)	DIFFERENCE
I like school.	70%	77%	+ 7
I like my school.	44	47	+ 3
My teachers care about me.	83	77	- 6
School helps me feel good about myself.	61	59	- 2
Most of my school work is interesting.	74	74	0

TEACHER ATTITUDES

Items	AVERAGE RESPONSE (1-7) 1990-1991 (N= 37)	AVERAGE RESPONSE (1-7) 1991-1992 (N= 36)	DIFFERENCE
Satisfaction with my teaching assignment.	5.11	5.08	- .03
General quality of teaching in our school.	5.68	5.50	- .18
Administrator(s) cooperation with the teachers in our school.	4.78	4.81	+ .03
My morale as it relates to my school.	4.06	4.49	+ .43
Staff morale in our school.	3.62	4.06	+ .44

PARENT ATTITUDES

Items	PERCENTAGE OF YES RESPONSES 1990-1991 (N= 82)	PERCENTAGE OF YES RESPONSES 1991-1992 (N=216)	DIFFERENCE
Does your child's school teach what you think should be taught?	70%	72%	+ 2
Are you satisfied with the quality of teaching at your child's school?	58	69	+11
Has the school done a good job of teaching your child basic skills such as reading?	78	82	+ 4
Do you believe your child's teachers take a personal interest in him/her?	76	72	- 4
Do you feel your school's programs are meeting the individual needs of your child?	60	55	- 5

Attitudes Toward School of Students, Teachers and Parents at Washington Park Elementary School, Spring 1991 and Spring 1992.

STUDENT ATTITUDES

Items	PERCENTAGE OF YES RESPONSES 1990-1991 (N=150)	1991-1992 (N=148)	DIFFERENCE
I like school.	66%	65%	- 1
I like my school.	56	61	+ 5
My teachers care about me.	81	78	- 3
School helps me feel good about myself.	61	59	- 2
Most of my school work is interesting.	61	73	+12

TEACHER ATTITUDES

Items	AVERAGE RESPONSE (1-7) 1990-1991 (N= 27)	1991-1992 (N= 31)	DIFFERENCE
Satisfaction with my teaching assignment.	6.15	5.87	- .28
General quality of teaching in our school.	5.89	5.81	- .08
Administrator(s) cooperation with the teachers in our school.	5.59	5.42	- .17
My morale as it relates to my school.	5.67	5.35	- .32
Staff morale in our school.	5.37	5.32	- .05

PARENT ATTITUDES

Items	PERCENTAGE OF YES RESPONSES 1990-1991 (N=134)	1991-1992 (N=195)	DIFFERENCE
Does your child's school teach what you think should be taught?	83%	83%	0
Are you satisfied with the quality of teaching at your child's school?	80	77	- 3
Has the school done a good job of teaching your child basic skills such as reading?	86	79	- 7
Do you believe your child's teachers take a personal interest in him/her?	69	60	- 9
Do you feel your school's programs are meeting the individual needs of your child?	72	71	- 1

Attitudes Toward School of Students, Teachers and Parents at Windsor Elementary School, Spring 1991 and Spring 1992.

STUDENT ATTITUDES

Items	PERCENTAGE OF YES RESPONSES 1990-1991 (N=128)	1991-1992 (N=106)	DIFFERENCE
I like school.	71%	76%	+ 5
I like my school.	48	66	+18
My teachers care about me.	69	82	+13
School helps me feel good about myself.	76	74	- 2
Most of my school work is interesting.	72	80	+ 8

TEACHER ATTITUDES

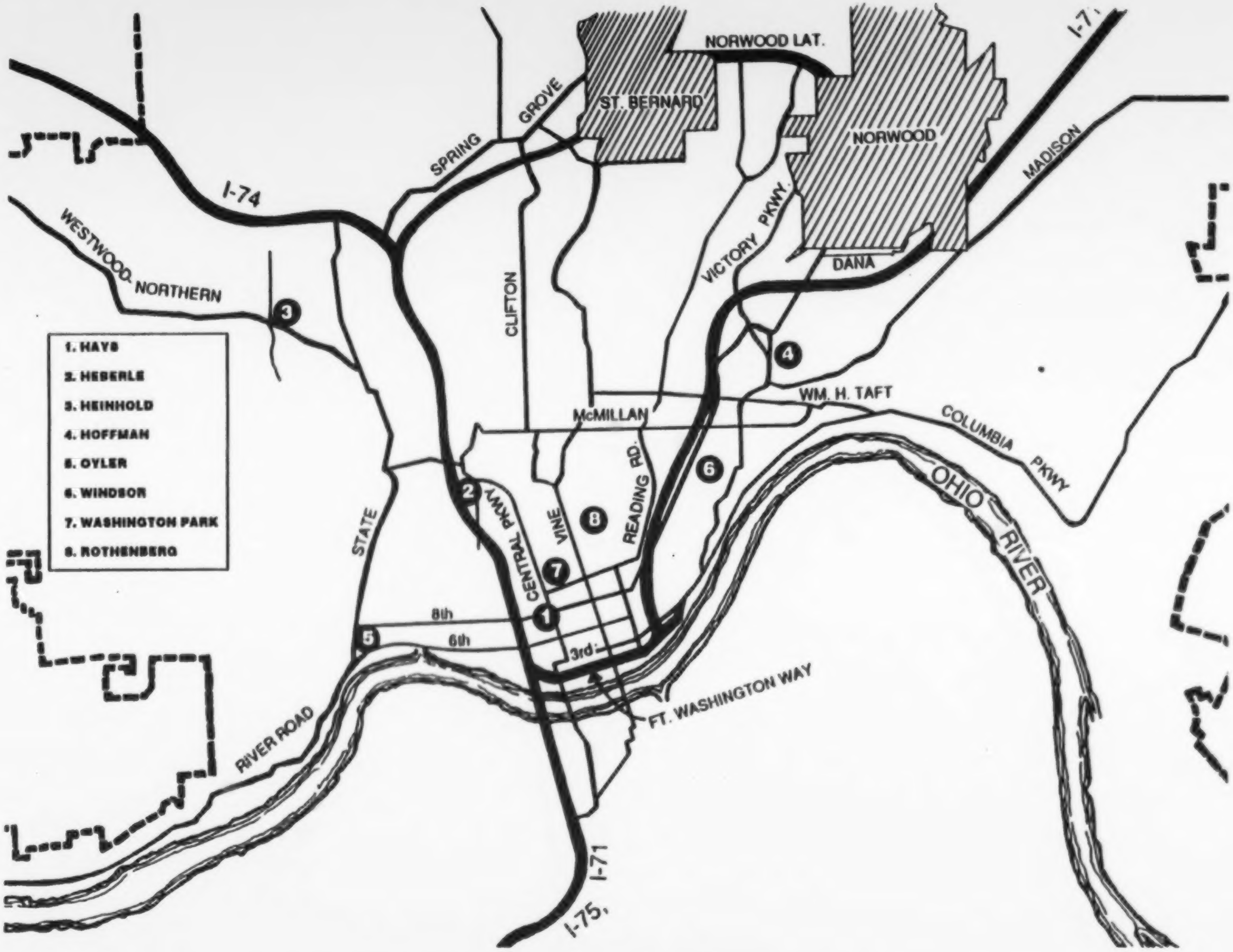
Items	AVERAGE RESPONSE (1-7) 1990-1991 (N= 23)	1991-1992 (N= 24)	DIFFERENCE
Satisfaction with my teaching assignment.	5.39	6.23	+ .84
General quality of teaching in our school.	5.91	6.17	+ .26
Administrator(s) cooperation with the teachers in our school.	4.83	5.43	+ .60
My morale as it relates to my school.	4.78	5.43	+ .65
Staff morale in our school.	4.65	5.22	+ .57

PARENT ATTITUDES

Items	PERCENTAGE OF YES RESPONSES 1990-1991 (N= 81)	1991-1992 (N=129)	DIFFERENCE
Does your child's school teach what you think should be taught?	75%	88%	+13
Are you satisfied with the quality of teaching at your child's school?	78	78	0
Has the school done a good job of teaching your child basic skills such as reading?	84	84	0
Do you believe your child's teachers take a personal interest in him/her?	73	83	+10
Do you feel your school's programs are meeting the individual needs of your child?	63	69	+ 6

APPENDIX D

Map Showing Location of Coalition Schools


1. HAYS
2. HEBERLE
3. HEINHOLD
4. HOFFMAN
5. OYLER
6. WINDSOR
7. WASHINGTON PARK
8. ROTHENBERG
I-74
WESTWOOD NORTHERN
SPRING GROVE
ST. BERNARD
NORWOOD LAT.
NORWOOD
I-71
MADISON
VICTORY PKWY.
DANA
CLIFTON
McMILLAN
WM. H. TAFT
COLUMBIA PKWY
READING RD.
VINE
CENTRAL PKWY
STATE
8th
6th
3rd
FT. WASHINGTON WAY
RIVER ROAD
OHIO RIVER
I-75, I-71
1
2
3
4
5
6
7
8

MAP SHOWING LOCATION OF EACH COALITION SCHOOL

Prepared by Jerry W. Moore

Approved by Dr. Bernard M. Barbadora

July 1992

APPENDIX C

A STUDY OF RACIAL DISPARITIES IN STUDENT DISCIPLINE IN THE CINCINNATI PUBLIC SCHOOLS

VOLUME I

SUMMARY REPORT

AUGUST 21, 1992

WRITTEN BY:

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FINAL REPORT

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A STUDY OF RACIAL DISPARITIES IN STUDENT DISCIPLINE IN THE CINCINNATI PUBLIC SCHOOLS

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TED WHITE

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SUMMARY REPORT

A STUDY OF RACIAL DISPARITIES IN SCHOOL DISCIPLINE IN THE CINCINNATI PUBLIC SCHOOLS

INTRODUCTION

This report contains summaries of our efforts to understand what causes Black students to be suspended and expelled more frequently than White students in the Cincinnati Public Schools. Many suggest that the issue is simple: some believe that it is just a matter of Black students breaking the rules more frequently; others say it is discrimination. Still, others suggest that it is not simply an issue of race, but one of race and economics.

Over the past six months we have tried to systematically collect and analyze information to help us understand some aspects of the problem. With this summary report, and the accompanying analyses, we share this information with district officials and the community so that they can begin to address the disparate impact of discipline on Black students as they endeavor to improve discipline generally.

What follows is a review of the information collected and some assessments about how and why Black students are disciplined more frequently than White students. This report presents an overview and summary of several sub-studies we conducted, copies of which are contained in an accompanying volume. (see Appendix A for a list of sub-study reports).

In Section I of this Summary Report we set out the background for the study and an overview of research methods and limitations. Section II summarizes some of the salient findings from our examination of longitudinal patterns of disparities, recent trends in disparities, offenses leading to suspensions, and patterns of suspensions and disparities in other districts around the country.

Section III presents findings regarding possible sources and causes of disparities through a series of questions and answers that highlight some of the possible explanations that we explored. In Section IV we present a summary of our assessment of the discipline management system in the CPS and its relationship to district efforts to ensure unbiased application of discipline and to address racial disparities. In the final section of this summary report, Section V, we present a series of recommendations for not only reducing disparities in discipline, but for also for strengthening the management of discipline generally in the Cincinnati Public Schools.

I. STUDY OVERVIEW

A. BACKGROUND

In December of 1991, the CPS released a Request for Proposals (RFP) detailing the parameters of a study to determine the possible causes of disparities in disciplinary actions involving Black students and to recommend possible remedial actions to reduce or eliminate the disparities. The study was undertaken as a result of a decision and order issued by the Honorable Walter Rice of the Federal District Court for the Southern District of Ohio on June 26, 1991.

On January 13, 1992, a team composed of representatives of the school district and the plaintiffs in the Bronson case selected a team to conduct the study. On January 15, 1992, the consulting team was notified of the selection committee's decision and on February 3-5, 1992 the Study Team leader visited Cincinnati to meet with the committee and finalize details for proceeding with the study. Work on the study began shortly thereafter.

B. STUDY DESIGN

The RFP identified two major questions to be addressed in the study: 1) What are the major factors that contribute to the current level of racial disparity observed in the district's suspension statistics? and 2) What actions should the Cincinnati Public Schools undertake to reduce or eliminate racial disparities in suspension rates? The RFP also included a detailed list of subsidiary questions to which the district sought answers, including questions relating to: the code of conduct, its content and implementation; the types of statistical analyses which could be applied to available data to determine the patterns and factors related to disparities; the attitudes of members of the school community about issues of disparity; and the actions which could be taken to address the problems of disparities in suspension.

To pursue our inquiry, we used a combination of data collection methods including the following: policy and program reviews; statistical analysis of removal data; records and forms reviews; interviews with administrators at the district and area levels; site visits to a small sampling of schools; and surveys of members of Local School Discipline Committees, the Communitywide Task Force, the Discipline Steering Committee, and the Ad Hoc Discipline Committee. Additionally, discipline data, telephone interviews, and policy documents were collected and reviewed to inform our comparative analyses of discipline patterns and programs in other school districts.

C. LIMITATIONS OF STUDY

In our proposal we noted that some limitations existed in the study design. As we progressed with our data collection and analysis, several others occurred. Below, we briefly summarize these limitations.

First, as noted in the study design, one limitation of the study is its ability to determine the specific "causes of disparities" in suspensions or expulsions. We indicated that efforts to determine specific causes would require collection of information which was both difficult and expensive to obtain. One possible method of addressing causation would have been to conduct detailed observational studies in a sampling of classrooms and schools across the district. However, such an approach would have required the Study Team to spend substantial amounts of time in the classrooms and schools to obtain accurate observational data. This would be necessary in order to overcome the reactivity of the subjects to the presence of the observer and to conduct a sufficient number of observations to make reasonable generalizations.

Because other methods were not feasible for us to employ, we noted in the study proposal that our approach would be to use, for the most part, existing sources of data within the district and to focus our inquiry on identifying the sources or probable factors contributing to racial disparities in suspensions. We pursued this approach by focusing on school and student characteristics associated with varying levels of disparities, as well as the offenses which contributed most substantially to the observed racial disparities. We did not propose, within the time limits prescribed in the RFP, to determine specific "causes" of the racial disparities. Such a study would have been even more costly and time consuming than that which we undertook and, undoubtedly, would have required the collection of additional information from individual student records. That is why we developed our proposal in the context set forth in the RFP which stated the purpose of the study in terms of "contributing factors" rather than "causes".

In addition to the limitations set forth in the study design, as we progressed with our data collection, we encountered other factors which imposed limitations on the study. One of these limitations was the fact that district records regarding disciplinary actions and student enrollment by race and gender were not maintained in disaggregated form for the early years of the study period. This limited our ability to conduct some types of detailed analyses of the patterns of disparity since 1981-82, the beginning of the period we included in a longitudinal review of disparities. A similar problem was encountered with the offense data available for most of the 1980s. While district records included information on the number of suspensions and expulsions imposed for each offense, this information was not broken down by race or gender. Consequently, we could not trace the patterns of offenses leading to suspensions by race and gender, and document changes in the offense patterns for students of various race/gender groups over the entire ten-year period.

Another limitation involved the structure of information available on student suspensions and expulsions over the longitudinal period. Most of the measures of suspension and expulsion impact we utilized in the study required the use of "unduplicated" counts, which count each student suspended (or expelled) once, regardless of the number of times they were suspended (or expelled) during the school year. Unfortunately, the district reports from which we worked contained only the total number of suspensions or expulsions imposed in a year (duplicated count) rather than the unduplicated counts.

In order to overcome this problem, we used Office of Civil Rights (OCR) Survey data on suspensions for the years of 1980, 1982, 1984, 1986 and 1988 which contained unduplicated counts of suspensions reported by the district for each of those years. Based on the unduplicated counts for the OCR survey years (even-numbered years), we estimated unduplicated suspension counts for each of the odd-numbered years of the longitudinal period. Then, using the estimates derived from the OCR data and the numbers of total suspensions provided by the district, we apportioned the estimated unduplicated suspensions across the various school levels in the same proportions as the district reported total suspensions for each school level.

A further limitation we encountered in the course of data collection was the unavailability of information on the family income levels of students enrolled in the district. Our original plan called for the use of information from family applications for free and reduced-priced lunches under the Department of Agriculture's School Lunch Program. In previous research studies conducted by the Study Team leaders, schools had made this information on individual student eligibility available to us with the restriction that it could not be used in a fashion that would permit the identification of individual students. However, the director of food services for the district and the district's general counsel indicated that Department of Agriculture regulations prohibit, and the district application form restricts, the use of the information for any purposes other than program eligibility reviews, without the consent of the parents.

Consequently, we were left with the options of sending out requests for release of the information to a sampling of parents in the district or eliminating the analysis we had planned with these data. Because of the costs and time associated with drawing a sample and obtaining individual parental permission, we decided that it was not feasible to obtain the individual consents. The information that we had available on the income levels of the student population was at the building level and consisted of the number of students receiving free or reduced-priced lunches in each school. This meant that we were limited in our ability to examine the relationship between race and income levels in the suspension experience of students.

This represents a significant limitation to the study since prior research suggests a substantial relationship between race, social class and suspension experience. Moreover, as our survey results indicated, there is a perception among many staff members and others that a portion of the disparity for Black students is due to low income status and not race.

II. PATTERNS OF DISPARITIES

A. LONGITUDINAL PATTERNS IN DISCIPLINARY ACTIONS AND DISPARITIES

Our analyses of disparities in removal actions (suspensions and expulsions) started with an examination of the patterns of disparities in removals over time. The ten-year period covered by the longitudinal analysis began with the 1981-82 school year and continued through the 1990-91 school year. This period was chosen to obtain a view of disciplinary activity prior to the Bronson Settlement Agreement (1984-85), in the period immediately surrounding the agreement, and the period since the agreement.

While our initial plans for the longitudinal review of removals called for conducting an analysis of the suspension and expulsion activity by race and gender, we found that the information available from district archives for the earlier years of this period were limited and structured in a manner which prevented us from conducting detailed analysis by race, gender and school level. Additionally, our ability to analyze the offenses leading to removal actions was limited since the records provided no information on offenses leading to removal by race or gender.

Given the unavailability of the unduplicated counts of students suspended during the early years of the longitudinal period, we made estimates of the unduplicated counts based on the Office of Civil Rights Surveys conducted every two years and in which the CPS participated over the longitudinal period.

The basic questions underlying this analysis were:

1. What has been the level of suspension/expulsion activity in the CPS over the past ten years and has it changed substantially? and

2. What differences, if any, have there been in the impact of suspensions/expulsions on Black and White students?

1. SUSPENSION PATTERNS

a. TOTAL SUSPENSIONS AND SUSPENSIONS PER THOUSAND STUDENTS ENROLLED

Over the longitudinal study period, the total number of suspensions imposed by the district increased substantially. Suspensions increased from 8,088 in 1981 to 11,691 in 1990. The change in total suspensions between 1981 and 1990 represented an increase of 44.55%. (See Figures A-11 and A-12.)

We next looked at the suspension patterns as measured by the number of suspensions per thousand students enrolled. Between 1981-82 and 1990-91, the number of suspensions per thousand students enrolled increased from 153 per thousand students up to 229 per thousand students, an increase of 49.7% district-wide. The increased use of suspension affected both Black and White students, but Black students were affected more dramatically. (See Figure A-13.)

From 1981-1990, the level of suspension activity involving Black students showed a steady increase from 175 suspensions per thousand up to 279 suspensions per thousand students enrolled, an increase of 59.4%. For the same period, White student suspensions increased from 125 per thousand enrolled to 147 per thousand, or an increase of 17.6%. For both groups over the period, there were some fluctuations from year to year. (See Figure A-13.)

b. ESTIMATED SUSPENSION RATES

Using the information supplied by the OCR surveys which contained unduplicated counts of students suspended as well as district figures for total number of suspensions by race and school level, we calculated an estimated unduplicated count of students suspended. Based on these estimates, we then calculated the district rates of suspension through dividing the number of students suspended by the enrollment and multiplying the quotient by one hundred; similar calculations of rates were done for each racial group using their numbers of students suspended and enrolled.

These estimates show a pattern of increase in suspension rates over the longitudinal period. In 1981 the estimated suspension rate for the district was 9.54%, one of the lowest over the longitudinal period. Through 1983 the rate climbed to a high for the period of 12.46% and then declined to 9.96% by 1988. Since then, the rate has climbed slightly each year and was 11.56% for 1990. (See Figure A-14).

c. ESTIMATED BLACK-WHITE SUSPENSION RATE DIFFERENCES

We examined the Black-White suspension rate differences over the period and found fluctuations occurring here as well. The rate difference is arrived at by subtracting the rate for White students from the rate for Black students to yield any difference. While the rate in 1981 was 4.76% greater for Black students, it decreased for the next two years to a level of 3.37% in 1983, the lowest mark for the period. However, since then the rate difference has shown fairly steady increases until it reached its high point in 1990 at 6.89%. (See Figures A-1 through A-10 and A-15.)

The most noteworthy pattern of rate difference occurred at the middle school level where the rate difference calculations yielded negative values, indicating the suspension rate for White middle school students exceeded that for Black students. Beginning in 1981, the rate difference was -1.12%; the rate difference increased for the next three years reaching a high of -15.98% in 1984. By 1985, the rate difference had dropped substantially to -6.58% but continued the pattern of higher suspension rates for White students. By 1988, the rate difference reached its lowest point for any school level during any year when the difference was a mere -0.30%; however, by 1989 the rate difference had completely reversed and the Black student rate exceeded the White rate by 4.69%. This recent pattern appears to be continuing since by 1990 the difference had increased to 7.85%. (See Figures A-1 through A-10 and A-15.)

d. ESTIMATED BLACK STUDENT OVERREPRESENTATION IN SUSPENSIONS

We next examined the racial over/underrepresentation of students suspended, comparing the percent of enrollment for a group to the percent of students suspended involving members of that group. The overall district pattern is one of Black student overrepresentation. In 1981, the Black overrepresentation was 12.20%; from then until 1983 the Black overrepresentation decreased to 7.01%, the lowest level for the period. However, since that time the Black overrepresentation has increased steadily to a period high of 13.69% by 1990. (See Figures A-1 through A-10, and Figure A-16.)

Again, the most notable pattern by school level is among the middle schools. For 1981, the overrepresentation at the middle school level was -0.90%, meaning that White students were slightly overrepresented among those suspended. For 1982, White overrepresentation increased to 5.45% and continued to increase for the next two years to 12.75% in 1983 and in 1984 to 12.99%. By 1985, the pattern began to change and the level of White overrepresentation began to decrease; in 1985, the White overrepresentation had dropped to 4.68%. (See Figures A-1 through A-5 and A-16.)

In the following two years the White overrepresentation increased again to 5.46% in 1986 and to 6.09% in 1987. The next year yielded the lowest overrepresentation for any school level for any year when White overrepresentation was 0.31%. For this same year, the Black-White suspension rate difference was -0.30%, its lowest level for any year for any school level, indicating a slightly higher suspension rate for White students. Since 1988, Black students have become overrepresented in suspensions at the middle school level with Black overrepresentation increasing to 3.60% in 1989 and to 4.54% in 1990. (See Figures A-6 through A-10 and A-16.)

e. SUSPENSION REPEAT RATES

We used our estimates of unduplicated suspensions to calculate what percentage of the students suspended were involved in more than one suspension and compared these repeater rates for racial groups. Based on our estimates, the percentage of suspended students involved in more than one suspension ranged from a low of about 35% in 1982 to a high of 98% in 1990. When we examined the repeat rates by race, we found that White students consistently had slightly higher repeater rates than did Black students. (See Figures A-1 through A-10 and A-28 through A-28c.)

When we replicated this analysis using the more recent data, we found that the differences in repeat rates were generally consistent in pattern with our estimates although lower, they showed some tendency towards higher repeat rates for White students than for Black students. However, we remain cautious about the levels reflected on these estimates. It is possible that our methods may have underestimated the number of unduplicated suspensions and, therefore, be conservative estimates of rates and other measures calculated using them. It may also indicate that there are differences in the patterns of repeat suspensions for Black and White students that our estimates do not capture.

f. GENDER PATTERNS IN SUSPENSIONS

We also calculated estimates of various measures of suspension for male and female students. As noted above, the district documents from which we have conducted these data analyses did include separate counts of students suspended by race and by gender. Although district records since 1981 have included the gender breakdown of suspensions, we were not able to obtain information on the gender designation of the student enrollment by level until the 1983-84 school year.

As one might expect, male students tended to be suspended at higher levels than female students. We calculated the rates by gender and a male-female rate difference for each of the years for the district. The analysis showed a consistent pattern of higher rates of suspensions for male students. In 1983, the difference was 6.99% and remained at that level for the next two years. However, by 1987, the difference increased to 8.54% before dropping to its lowest level of the period, 5.96% in 1988. Since 1988 the difference has increased and by 1990 stood at 7.0%. (See Figures A-17 through A-27c.)

2. EXPULSIONS PATTERNS

Our analyses of expulsions occurring during the longitudinal period parallel those we conducted for suspensions as reported in the previous section. We began by looking at the overall volume of expulsions by race and school level. We remind the reader of the limitations in the data and the use of estimated unduplicated counts. However, in the case of expulsions, we had no alternative source of data comparable to the OCR data used for estimating the unduplicated suspension counts.

We used figures from the district's computerized database for the 1989 and 1990 school years to calculate an estimated unduplicated count of expulsions by using the average ratio for those two years of students expelled divided by the total expulsions. This ratio was then applied to each of the years from 1981 through 1988 to estimate the unduplicated count. We are aware that the patterns of repeat expulsions may well have changed over this period; however, in the absence of an alternative source of information on which to base the estimates, we have used this method. (See Figures A-29 through A-38.)

a. TOTAL EXPULSIONS

At the beginning of the longitudinal period, district-wide expulsions were at their highest level for the ten-year period with 534 occurrences. Since that time there has been a fairly steady decrease in expulsions, down to a low of 302 in 1988. However, since 1988 expulsions have increased and by 1990 they were near the 1981 level, with 527 expulsions imposed. The pattern for Black students mirrors the district pattern. (See Figures A-29 through A-30.)

b. ESTIMATED EXPULSION RATES AND BLACK-WHITE EXPULSION RATE DIFFERENCES

When we examined the rate of expulsions based on our estimates of the unduplicated counts, we found the rate over the study period remained below one percent, with a high in both 1981 and 1983 of 0.82%. This means that less than one percent of the student body was expelled one or more times each year. The pattern over the years fluctuated between a low of 0.48% in 1985 to a high of 0.70% in 1990. (See Figure A-39.)

The calculation of the Black-White rate differences for expulsions showed a high of 0.58% in 1981, one of the two years during which the district recorded its highest expulsion rate. While the rate difference fluctuated, it reached a period low of 0.16% in 1988, before climbing for the next two years to 0.47% in 1990. (See Figure A-40.)

The rate differences at the middle school level revealed the pattern seen with suspensions at the middle school level; White students had a higher rate of expulsion than Black students for several years during the study period. Between 1984 and 1986, the rate of expulsion for White students exceeded that for Black students. However, in 1987, Black students experienced slightly higher rates of expulsion, with a difference of 0.12%. The following year saw a return to higher rates for White students; then the pattern reversed again, with Black students experiencing higher rates of expulsion than White students at the middle school level. Since 1988, when the White rate last exceeded the Black rate, the differences have increased each year. By 1990, there was a 1.85% difference, over twice the difference of any prior year of the study.

c. ESTIMATED BLACK STUDENT OVERREPRESENTATION IN EXPULSIONS

At the district level, the Black overrepresentation has fluctuated from a low of 5.37% in 1984 to a high of 17.36% in 1981. Since the low point in 1984, however, there has been a fairly steady increase in Black overrepresentation, from 7.91% in 1988 to 15.61% in 1990. (See Figures A-29 through A-38 and A-41.)

Both the elementary and middle schools showed patterns of White overrepresentation for some of the years of the longitudinal study. The Black overrepresentation which occurred in 1983 and 1985 were the highest for any school level over the longitudinal period; similarly, White student overrepresentation in 1986 and 1987 were the highest for White students over the period. (See Figure A-41.)

d. GENDER PATTERNS IN EXPULSIONS

As was the case with suspensions, males students experienced expulsion at higher rates than did female students. For the district, male expulsion rate differences ranged from a low of 0.36% in 1989 to a high of 0.94% in 1990. In recent years, there has been a general pattern of increase with the rate differences growing to a nine-year high of 0.94% in 1990. (See Figures A-42 through A-49.)

3. SUMMARY OF LONGITUDINAL PATTERNS IN DISCIPLINARY ACTIONS

We applied a variety of measures to examine the impacts of suspensions and expulsions on students in the CPS between 1981 and 1990. Regardless of the measure, one gets a picture of a possibly worsening disciplinary situation in the schools as reflected by increasing use of suspensions and expulsions. Over the ten-year period, suspensions increased from 8,088 to 11,691 for a 44.55% increase. While the increase in suspensions has affected both Black and White students, its impact on Black students has been disproportionate. White student suspensions rose from 125 to 147 per thousand over the period for a 17.6% increase; Black suspensions rose from 175 to 279 per thousand students for a 59.0% increase.

As we examined other measures of suspension impact, we saw a consistent pattern of not only increases in the frequency with which suspensions were imposed, but also in the disparities in suspensions for Black students, especially in the period from 1988-1990. The differences in rates of suspension for Black and White students, while fluctuating over the study period, have generally increased and reached period highs by the 1990 school year. Even in the case of the middle schools, where Black students experienced lower rates of suspensions for the early years of the study period, there was a pattern of increasing disparity in recent years.

When we looked at the comparison of percent of enrollment with percent of students suspended from each racial group, we saw some fluctuations in the level of differences but a general pattern of increasing disparities in suspensions for Black and White students. Again, we saw that while for a period of time at the middle school level White students had a higher rate of suspension, that pattern reversed itself over the course of the study period, and by the end of the period Black students were not only overrepresented, but were experiencing increasing levels of disparity.

The single area in which our data show a small but consistent pattern of disparities to the disadvantage of White students was in the case of repeat rates. Our estimated data showed White students repeating more frequently than Black students.

Similar patterns emerged with respect to expulsions. While there was a decrease in the use of expulsions from 1983 through 1988, they have increased since then. From 1981 through 1986, the Black-White rate difference decreased as well. Since that year, however, as expulsions increased, so did the difference in rates for Black and White students.

Overall, our examination of suspension and expulsion data revealed a district which increasingly relied on removals. That increasing reliance on removals has meant increases in the disparate impact of these actions on Black students. These patterns, with the notable exception of the middle schools for several years during the study period, indicate the need for the district to examine its approach to the use of removal actions, especially suspensions, to ensure that they are both fair and necessary.

B. RECENT PATTERNS IN DISCIPLINARY ACTIONS AND DISPARITIES

For the sub-study on Patterns and Sources of Disparities we focused on the period from 1989 through the second quarter of the 1991 school year. For this period, we had more extensive information and could extend our analysis to consider both the race and gender of the students suspended and expelled, and differences in disciplinary experiences without the use of estimates.

Through discussions with the district's office of Planning, Research, and Evaluation (PRE), we made arrangements for the staff to prepare three databases for our use in this area of the study. The first, the Suspension/Expulsion File contained information on each reported removal action occurring within the district from 1989 through Second Quarter, 1991. The second, the Student File, contained background information on each student enrolled in the district over the study period. The third database, the School File, contained information on each school in the district including student enrollment, administrative and certificated staff composition by race and gender, special education placement information and related characteristics.

1. RECENT SUSPENSION PATTERNS

a. TOTAL SUSPENSIONS

The total number of suspensions increased from 9,015 in 1989 to 10,131 in 1990 for an increase of 12.4%; however, by the end of the second quarter of 1991, the total had already reached 9,720 suspensions, exceeding the 1989 total and just 300 suspensions short of the 1990 annual total. As noted previously, the 1991-92 removal data contain information for only the first two quarters of the school year. The fact that only one-half year's data were included means that the patterns may change somewhat when the final data for the entire school year are analyzed. However, given the comparability of the total number of removal actions during the first two quarters of 1991 to the totals in each of the two previous years, it is likely that many of the patterns observed in the first two quarters of 1991 data will become even more pronounced. (See Figures B-1 through B-3.)

b. SUSPENSIONS RATES

The district-wide suspension rate showed a slight but steady increase from 1989 to 1990 with 11.32% of the student body experiencing suspensions in 1989 and 11.42% in 1990. The rates continued to show an increase for 1991 when the rate was 12.08%, even though we examined data from only the first two quarters of the year. The increase in the Black suspension rate alone, especially that of Black males, seemed to account for this trend. The White rate actually showed a slight decrease. (See Figures B-1 through B-3, and Figure B-13.)

We also found that the highest rate of suspension was for middle school students. The most striking feature of the high suspension rates for middle school students is its impact on Black males at the middle school level. Their rate of suspension over the recent period began at 39.80% in 1989, increased to 41.35% in 1990, and by mid-year 1991 was already at 42.55% and likely to exceed 50% by the end of the school year. These suspension rates are among the highest we have ever seen for students of any racial/gender group. (See Figures B-4 through B-12, Figure B-13b, and Figure B-14b.)

c. BLACK-WHITE SUSPENSION RATE DIFFERENCES BY GENDER

The Black-White rate difference increased slightly between 1989 and 1990 from 6.45% to 6.78% and accelerated between 1990 and 1991 to 7.74%; this increase in Black-White difference held for both genders. (See Figure B-15.)

At the elementary level, Black-White differences displayed an uneven trend, dropping from 4.52% in 1989 to 4.02% in 1990, then rising to 5.41% by the second quarter of 1991. As the total suspension rate dipped, the racial difference in suspension rates declined. As the total rate rose, the racial difference grew. These fluctuations in Black-White difference at the elementary level were found almost entirely within male suspensions. In contrast, Black-White female differences rose steadily over the years, probably because the rate of White female suspensions remained stable (1.43%

in 1989; 1.28% in 1990; and 1.40% in 1991) while that for Black females increased (4.77% in 1989; 4.64% in 1990; and 5.26% in 1991). (See Figure B-15a.)

Because of diverging trajectories by race in suspension rates, middle/junior high school Black-White rate differences increased and then accelerated rapidly upward. Interestingly, gender differences also appeared. Black-White differences for females were consistently larger than for males and also increased at a faster rate than for males. (See Figure B-15b.)

High school Black-White rate differences rose between 1989 and 1990 from 9.72% to 11.48% and then dropped for the incomplete 1991 school year to 9.62% in a pattern similar to the suspension rates themselves. Male and female trends paralleled respective race trends. (See Figure B-15c.)

d. BLACK STUDENT OVERREPRESENTATION IN SUSPENSIONS BY GENDER

Black overrepresentation increased over the period from 13.84% in 1989 to 14.33% in 1990; by mid-year 1991 overrepresentation had already reached 15.20%. When broken down by gender, though, the increases are not as consistent. Interestingly, though Black male overrepresentation increased slightly over the period, Black females showed an underrepresentation in their suspensions through all the years, from 4.47% in 1989, then dropping to 2.85% in 1990, before going up to 3.68% in 1991. Over the recent period, every race/gender sub-group experienced some period of underrepresentation in their suspensions except for Black male students who had levels of overrepresentation of 18.31% in 1989, 17.18% in 1990, and 18.88% by mid-year 1991. (See Figure B-16.)

For the elementary schools, Black overrepresentation in suspensions fell slightly from 1989 (18%) through 1990 (17.36%) and 1991 (17.26%). Gender breakdowns showed diverging paths. Black male figures declined and then jumped dramatically. Black female figures rose and then dropped dramatically. However, Black females at the elementary level were underrepresented in their suspensions for each of the three years and the fluctuations all occurred while they remained underrepresented by as much as 8.72% in 1991. (See Figures B-16a.)

For the middle schools, gender differences within this measure also appeared. Black females were underrepresented in suspensions each year although their underrepresentation seemed to be decreasing consistently from 4.97% in 1989, down to 3.49% in 1990, and down further to 1.28% by mid-year 1991. At the same time, overrepresentation for Black males was fluctuating, beginning at the 9.93% level in 1989 and decreasing to 8.56% in 1990, and increasing by mid-year 1991 to 9.71%. While White females were consistently underrepresented in suspensions over the recent period, the experience of White males is somewhat different. For both 1989 and 1990, White males experienced slight overrepresentation with suspensions exceeding their enrollment by 2.04% in 1989, and by 2.38% in 1990; as of mid-year 1991, they were slightly underrepresented by 0.53%. (See Figure B-16b.)

At the high school level, Black student overrepresentation increased from 14.43% in 1989 to 15.81%; by mid-year 1991, overrepresentation was already at the 1990 mark, registering 15.47%. As was the case at other levels, Black female students in high schools were consistently underrepresented in suspensions, although their underrepresentation decreased over the three years. (See Figure B-16c.)

e. SUSPENSION REPEAT RATES

As we did with the Longitudinal Study data, we calculated repeat rates for the students suspended reflecting the percentage of suspended students who were suspended more than once. The repeat rate for 1989 was 34.93% and rose to 41.90% in 1990; by mid-year 1991, the rate was 37.01%. This means that over one-third of the students who experienced suspension in any of these years had more than a single incident of suspension.

For each of the three years, there were no substantial differences in the repeat rates for Black and White students. There were, though, significant gender differences with males of each racial group having higher repeat rates than females, but there were only slight differences between males of the two racial groups. (See Figures B-1 through B-3.)

Elementary level students experienced the lowest repeat rate for any level, but their rates rose from 29.43% in 1989 to 33.92% in 1990; by mid-year 1991, they were already at a 32.07% repeat rate. When we examined the patterns by race and gender for elementary schools, we saw that for 1989 and 1990, the repeat rate for White students was higher than that for Black students. For those same two years, the highest repeat rate for any racial/gender sub-group involved White males who had repeat rates of 32.06% and 38.85% for 1989 and 1990, respectively. For 1991 mid-year data, Black males had the highest repeat rate with a rate of 34.33% while the rate for White males was 32.88%. The repeat rate for Black females was substantially higher than that for White females during 1989 and 1990, but by mid-year 1991 White females had a slightly higher rate of 27.63% compared to a rate of 27.20% for Black female students. (See Figures B-4 through B-6.)

Middle school repeat rates are the highest for any school level ranging from 44.57% in 1989 to 54.38% in 1990; by mid-year 1991, the rate was already at 48.65%. White students had higher repeat rates for the first two years than did Black students. In a pattern similar to that observed for elementary schools, White males had the highest repeat rate of any racial/gender sub-group for 1989 with a rate of 48.08%; since that year, however, Black males have had the highest sub-group repeat rates with 61.86% repeaters in 1990 and 53.92% by mid-year 1991. The repeat rates for males and females of both racial groups were remarkably similar over the first two years, although the mid-year patterns in the 1991 data suggest that the Black student repeat rates will exceed those of White students by a substantial margin by the end of 1991. (See Figures B-7 through B-9.)

Between 1989 and 1990 the repeat rate at the high school level increased from 32.99% to 39.47% and by mid-year 1991 stood at 32.46%. While Black students experienced somewhat higher repeat rates than did White students, there were more substantial differences by gender than by race. (See Figures B-10 through B-12.)

2. RECENT EXPULSION PATTERNS

a. TOTAL EXPULSIONS

Between 1989 and 1990, the total number of expulsions across the district rose from 306 to 491 for an increase of 60.5%. By mid-year 1991, the total had reached 386, projecting a record year for total expulsions. (See Figures B-1 through B-3.)

The pattern of increasing expulsions occurred at all three school levels. At the elementary level expulsions increased from 49 in 1989 to 102 for 1990, an increase of 102%. While Black student expulsions increased by 130%, White students experienced an increase of 62.5% in their total expulsions. By mid-year 1991, total expulsions had reached 82 suggesting a substantial increase in elementary schools for the school year. (See Figures B-4 through B-6.)

At the middle school level, expulsions also increased substantially between 1989 and 1990, but not to the extent that they did at the elementary level. Between 1989 and 1990, middle school expulsions increased from 105 to 165 for an increase of 57.1%. White students at the middle school level actually experienced a decrease in their expulsions over the two years, dropping from 23 in 1989 to 22 in 1990. Black students, however, experienced a substantial increase in their expulsions from 82 to 143 for an increase of 74.4%. Totals through the second quarter of the current school year showed a total of 151 expulsions, indicating the likelihood of a substantial increase for the year. (See Figures B-7 through B-9.)

b. RATES OF EXPULSION

For each of the three years under consideration, the district expulsion rate was below one percent. The rate of expulsion for 1989 was 0.41%, although it increased to 0.55% by 1990. The rate by mid-year 1991 was already 0.48%, suggesting the likelihood of an increase over the 1990 year. However, while the rates for Black students rose between 1989 and 1990, before falling through mid-year 1991, the rates for White students showed a slight but steady decline. (See Figures B-17 and B-18.)

At the elementary school level, expulsion rates increased from 0.09% in 1989 to 0.20% in 1990. The mid-year rate for 1991 was already at 0.17%. The total expulsion rate, then, doubled from 1989 to 1990 and almost reached the 1990 level by the second quarter of 1991. This pattern was reflected in the Black expulsion rate that almost tripled between the first two years and doubled the 1989 rate by mid-year 1991. Both male and female Black student rates paralleled the overall Black trend. The White rate increase, on the other hand, was much less extreme though the same pattern of increase was discernible. (See Figures B-17a and B-18a.)

At the middle school level, the rate for White students dropped from 0.98% in 1989 to 0.43% by 1990, while the rate for Black students rose over those years from 1.49% to 2.78%. The total middle school expulsion rate increased from the first year to the second before coming to rest by mid-1991 at a level comparable to the 1989 rate. The Black rate followed a similar pattern, though with consistently greater increases. In contrast, the White rate decreased. Almost all of the increases are explained by Black male expulsions. Black females, White males, and White females all show decreases in expulsion rates. (See Figures B-17b and B-18b.)

The total high school expulsion rate consistently increased every year. While the rate was 0.82% for 1989, it increased slightly to 0.86% in 1990; by mid-year 1991, the rate had already exceeded the 1990 school year and stood at 0.87%. The expulsion rate for Black students was stable and then rose dramatically in the last year. The stability in the Black rate between the first two years masks divergent gender patterns: the male expulsion rate rose every year whereas the female rate fell and rose. The White rate rose and fell modestly in the last year. The initial increase in the White rate also masks divergent gender trends: the male rate increased dramatically before falling in 1991 while the female rate fell and then rose slightly. (See Figures B-17c and B-18c.)

c. BLACK-WHITE EXPULSION RATE DIFFERENCES BY GENDER

While the Black-White expulsion rate difference was 0.22% in 1989, it doubled with the increase in the expulsion rate in 1990 to 0.44%. By mid-year 1991, the rate difference was 0.34%. The Black-White differences showed a consistent rise over recent years, holding true for both genders. (See Figure B-19.)

At the elementary school level, Black-White differences were almost non-existent in 1989, appeared in 1990 at a level of 0.10% and fell to 0.04% by mid-year 1991. However, while there was no rate difference between the races in 1989, this masks the differences occurring by gender where there were substantial differences. (See Figure B-19a.)

Middle school Black-White differences more than quadrupled after the first year before seeming to stabilize. Almost all of the dramatic increases were among males. Male Black-White differences increased much faster than female racial differences in expulsion rates at the middle school level. (See Figure B-19b.)

The high school White male expulsion rate increase between the first two years was the largest increase of any race/gender sub-group. Consequently, Black-White differences at the high school level fell between the first two years before accelerating upward by 1991. Male Black-White differences paralleled this trend while female racial differences increased each year. (See Figure B-19c.)

d. BLACK STUDENT OVER-REPRESENTATION IN EXPULSIONS BY GENDER

Black student overrepresentation in expulsions has increased over the recent period from 13.65% in 1989 to 18.53% in 1990; the mid-year figure for 1991 had reached 16.59%. Black overrepresentation in expulsion rates showed a consistent rise over recent years that was not consistent by gender. Not only were Black females consistently underrepresented, but their underrepresentation increased. At the same time, Black males' overrepresentation accelerated. (See Figure B-20.)

At the middle school level, Black overrepresentation tripled between 1989 and 1990 before stabilizing somewhat by mid-year 1991. Almost all of the dramatic increases are accounted for by males. Black male overrepresentation consistently accelerated upward, whereas Black females began the period overrepresented and then fell into being more underrepresented. (See Figure B-20b.)

The increase in the expulsion rate for White males at the high school level between the first two years is the largest increase of any race/gender sub-group. Consequently, Black overrepresentation fell between 1989 (16.65%) and 1990 (11.37%) before increasing to 19.91% by mid-year 1991. Black females were as underrepresented in expulsions at the high school level as they were at the other levels. Their underrepresentation followed the general expulsion trend: beginning in 1989 they were underrepresented by 11.93%, and by 1990 their underrepresentation had increased to 19.55% before falling to 12.55% by mid-year 1991. Black male overrepresentation consistently rose each year going from 28.58% in 1989 to 30.92% in 1990; by mid-year 1991, their level was already 32.47%. (See Figure B-20c.)

e. EXPULSION REPEAT RATES

The repeat rates for expulsions in the district showed a dramatic increase from 1989 (27.94%) to 1990 (46.38%). By mid-year 1991, the repeat rate stood at 39.66%. While there were differences between the races in their repeat rates, those differences appeared to increase with increases in the rate of expulsion. The highest repeat rates by racial/gender sub-groups were for males; Black males had a higher rate than White males in 1989 (29.25% versus 26.47%) and they reversed positions in 1990 when White males had higher repeat rates (52.50% versus 50.91%). (See Figures B-1 through B-3.)

3. SUMMARY OF RECENT PATTERNS IN DISCIPLINARY ACTIONS

For this portion of our study focusing on disciplinary actions during the three most recent years, more comprehensive information was available regarding the background characteristics of students involved in disciplinary actions, including their race and gender. Consequently, we were able to conduct more detailed inquiry into the patterns of removals for students by race and gender.

Perhaps even more noteworthy than the patterns by race and gender was the fact that even though only one-half year of data were included in this analysis for the 1991-92 school year, the number of suspensions imposed was comparable to each of the previous two years. This was primarily attributable to a new policy, adopted through the collective bargaining process with the teachers' organization, which made it mandatory that students found guilty of specified offenses be suspended or expelled from school. Suspensions through the second quarter of 1991 totaled 9,720, exceeding the total for 1989 and just 300 suspensions short of the 1990 total. The increase in suspensions impacted all three school levels. While elementary schools had exceeded their 1990 totals by the end of the second quarter and middle schools were just 50 below their 1990 level, high schools were approximately a thousand suspensions short of their 1990 totals.

When we examined suspension rates over the two and one-half years, there has been a slight but consistent increase in suspensions, especially for Black male students. The most significant pattern at any school level is for Black males at the middle school level who had a rate of 42% by the end of the second quarter of 1991-92, among the highest we have seen in our experience.

The Black-White suspension rate difference over the past three years also increased and by the end of the second quarter 1991 reached 7.74%, already higher than in the 1990 school year. The rate difference at the middle school level rose in 1990 and continued sharply upward in 1991.

The Black student overrepresentation in suspensions increased during each of the years and already had reached 1990 levels by the end of the second quarter, 1991. At all three school levels, Black females were underrepresented in their suspensions while Black males were overrepresented and accounted for all of the disparity by race.

Finally, we looked at repeat rates of students suspended and the data showed that over one-third of all students suspended are suspended more than once; the repeat rate increased over the first two years and appeared to be continuing in that pattern during 1991. There did not appear to be any significant differences in the repeat rates by race, although gender differences did appear.

Expulsions, while far less frequent than suspensions, increased over the period by over 60%. High schools had the smallest increase in expulsions, an increase of a little over 47%; elementary schools had the greatest increase, 102%. However, Black student expulsions at the elementary level increased by 130% compared to an increase of 60% for White students. At the middle school level, White student expulsions actually decreased while Black rates increased by over 73%. There was little difference in the level of increase across the races among high school students, with expulsions generally increasing at a lower rate at the high school than any other school levels.

The rate differences in expulsions, although small, doubled between the first two years of the period. By level, the increase for White male students between 1989 and 1990 was the largest for any race/gender population. At the middle school, though, the Black rate difference quadrupled after the first year.

Black overrepresentation among suspended students increased over the study period rising from 13.65% in 1989 to 18.53% in 1990; by mid-year 1991 it reached 16.59%. While Black students as a group are overrepresented, Black female students are consistently underrepresented, and increasingly so. Black overrepresentation was the highest at the middle school level, where it tripled over the study period; however, Black females were underrepresented in their suspensions at this level and the degree of underrepresentation appeared to be increasing.

C. PATTERNS OF OFFENSES LEADING TO SUSPENSION ACTIONS

Our inquiry included an examination of the offenses leading to disciplinary removals (suspensions and expulsions). Here, we present an overview of the offense patterns for suspensions. This issue is important in terms of understanding the patterns of disparities for Black students as well as the patterns of removals for all students.

Prior research has indicated that the reasons for removals are important to understanding the nature of disparities and successfully addressing them. Our prior research has indicated that the majority of removals in many districts tend to be concentrated in a few offenses. A district can make a substantial impact on the level of removals and, presumably, the overall climate in the schools, by concentrating its policy and programmatic efforts to reduce these offenses. Additionally, prior research has revealed that there are usually differences in the distribution of offenses leading to removals for Black and White students. This means that if a district is to be successful in reducing disparities, it must concentrate on those offenses contributing most substantially to the overall level of removals for Black students and those offenses for which Black students are most over-represented when compared to White students.

Unlike the two previous sub-study reports, in the examination of offenses we considered the entire period from 1981-1991 in a single report. First, we examined the offenses leading to suspension over the longitudinal period for which we have no information on the race of students suspended by offense and limited our focus to examining offense patterns over time for the district and school levels. In the second part of the report, we examine the more recent years (1989 through 1991) for which we have information on the race and gender of the students suspended and expelled for various offenses.

1. LONGITUDINAL PATTERNS IN SUSPENSION OFFENSES

a. DISTRICT PATTERNS

Before examining specific offenses, it is important to note that the offenses leading to suspensions in the district tended to be concentrated in a few offenses, mostly ones involving disruptive behavior as opposed to those involving potential physical harm to people or damage to property. Using 1981 as an example, we identified the offenses in the district that accounted for over 100 suspensions and found that eight offenses reached the level of 100 suspensions: unruly conduct; fighting; disorderly conduct; smoking;

profanity/obscenity; alcohol/drugs; theft; and physical assault on a student.

When these eight offenses were totaled, they accounted for 7,457 of the 7,832 suspensions reported for the year, or 95.2% of the total. Moreover, the top three offenses leading to suspension that year--unruly conduct, fighting, and disorderly conduct--accounted for 6,160 of the 7,832 suspensions or 78.7% of the total. While there was some fluctuation in these offenses over time and some movement of other offenses into this high frequency suspension category, this same general pattern persisted throughout the ten-year period. In 1990, unruly conduct, disorderly conduct, fighting and profanity/obscenity accounted for 10,102 of the 11,688 suspensions, 86.4% of the district total. (See Figures C-1 through C-11.)

We next examined the specific offenses leading to suspensions at the district level. For each year since 1981, unruly conduct has ranked as the single most frequent reason for suspensions. From that time, the number of suspensions attributable to unruly conduct has ranged from a low 3,109 in 1982 to a high of 4,622 suspensions in 1990. Although the total number of suspensions for unruly conduct has grown over the period, the percentage of all suspensions attributable to it has not increased substantially. The percentage of suspensions involving unruly conduct grew from 39.7% in 1981 to a high of 43.5% in 1984; since that time it decreased until 1990 when it rose to 39.5%, the same proportion as in 1981. (See Figures C-11 and C-12.)

Two offenses, fighting and disorderly conduct alternated over the ten-year period for the second most frequently cited reason for suspensions. Beginning in 1981, fighting has accounted for over 2,000 of the district's suspensions each year. Fighting suspensions have averaged around 25% of the total suspensions, ranging from a high of 27% in 1982 to a low of 18.2% in 1990. However, the general trend over the period reflected a slight decrease in the proportion of suspensions attributable to fighting. Since 1982, the percentage of suspensions for fighting has fluctuated but generally declined to the low 20% range until 1990, when it reached a period low of 18.2% of total suspensions. (See Figures C-11 and C-12.)

Disorderly conduct also contributed substantially to the total number of suspensions in the district. While fighting and unruly conduct have remained relatively stable both in terms of raw numbers and percentages of the total, disorderly conduct suspensions have increased on both measures. In 1981, disorderly conduct accounted for 1,013 suspensions or 12.9% of the district total. Although there were two years of decline in disorderly conduct suspensions over the period, the general trend was one of increasing suspensions for disorderly conduct. By 1990, disorderly conduct accounted for 2,641 suspensions, 22.6% of all suspensions, and displaced fighting as the second most frequent reason for suspensions. (See Figures C-11 and C-12.)

The offense of profanity/obscenity increased over the period. In 1981, there were 433 suspensions for profanity/obscenity which accounted for 4.7% of all suspensions. After decreasing through 1984, profanity/obscenity suspensions began a steady increase reaching a period high in 1990 of 717 suspensions or 6.1% of the total. Profanity suspensions are likely to increase dramatically for 1991 since the offense is included among those requiring mandatory suspension or expulsion under the new 1991 policy. (See Figure C-11.)

The two suspension offenses dealing with substance abuse, smoking and alcohol/drugs, both showed a pattern of decrease over the ten-year period. Smoking, which accounted for 433 suspensions or 5.5% of the total in 1981, declined steadily over the period and by 1990 accounted for 140 suspensions, just 1.2% of the total. A similar pattern emerged for alcohol/drugs. While in 1981 they accounted for 187 suspensions or 2.4% of the total, they declined steadily over the study period to a level of 79 suspensions or 0.7% of the total by 1990; the period low for alcohol/drugs occurred in 1989 when 67 suspensions (0.7%) were recorded for the offense. (See Figures C-1 through C-10, Figure C-13 and C-15.)

Two other of our original eight offenses accounted for more than one hundred suspensions: theft and physical assault on a student. Suspensions for theft accounted for 167 suspensions in 1981 or 2.1% of the total. After several years of increase, however, in 1988 theft suspensions dropped from the previous year's total of 302 (2.9%) to a period low of 152 suspensions, 1.6% of the total. For 1990, the total had increased to 206 (1.8% of the total). Overall, however, theft suspensions have remained relatively stable, accounting for around 2% of district suspensions. (See Figures C-1 through C-11.)

Suspensions for physical assault on a student remained below 2.0% of total suspensions from 1981-1987; the following year they increased by 100% (from 109 to 218 or 2.3% of the total), before they declined for a year to 112 (1.2%) and then increased in 1990 to a period high of 433 suspensions, 3.7% of the district total. (See Figure C-11.)

We also traced seven "safety offenses" over the ten-year period because of their seriousness and impact on the school environment, including physical assault on an employee, firearms and dangerous weapons. Over the ten-year period, there was a consistent increase in the number of suspensions attributable to assaults on staff. From 1981 to 1987, the number of suspensions ranged from 11 in 1982 to 27 in 1985, but accounted for less than 0.3% of the total suspensions. Since 1987, there has been a steady increase in suspensions for assault on staff with the totals jumping to 48 in 1988, 112 in 1989, and 150 in 1990. During this period of increase, staff assault suspensions also grew as a percentage of all suspensions from 0.5% in 1988 to 1.3% in 1990. While we are uncertain whether this reflects a change in staff reporting patterns, administrative action, or student behavior, it is cause for considerable concern. (See Figures C-13 and C-15.)

When we examined the pattern of suspensions for firearms over time, the results were as we expected them to be since we assumed that offenses of this nature would be dealt with almost exclusively through the use of expulsion. However, we did find that there was at least one firearms suspension in each of the years, except two. In the last three years of the study period, firearms accounted for 3 suspensions in 1988, 2 in 1989 and 4 in 1990. (Note: We could not determine the race of the students involved since the firearms cases were among those that we could not attach to student identification numbers from which we identified students by race.) (See Figures C-13 and C-14.)

Suspensions for dangerous weapons occurred at a much higher frequency and generally increased over the study period. In 1981 dangerous weapons accounted for 55 suspensions or 0.7% of the district total. After rising for three years, dangerous weapons suspensions exceeded 100 in 1986 with 118 suspensions reported. While the percentage of all suspensions attributable to dangerous weapons remained below one percent from 1981-1985, the jump over 100 in raw numbers also marked dangerous weapons exceeding 1.0% of total suspensions. Since that time, dangerous weapons suspensions have fluctuated and by 1990 stood at 129 or 1.1% of the district total. (See Figures C-13 and C-15.)

b. ELEMENTARY SCHOOLS

We next examined to what extent these district offense patterns occurred at each school level. At the elementary level, the same general pattern was found to exist, with some variations. The leading offenses for suspension at the elementary school level were the same as for the district as a whole. Disorderly conduct, fighting, profanity, theft, and unruly conduct were among the most frequently cited reasons for elementary suspensions. But while unruly conduct was the leading offense for suspension in 1981 for elementary students, since that time it has been displaced by fighting as the leading reason for elementary suspensions. (See Figures C-1 through C-10.)

Since 1981 fighting suspensions have increased from 439 to a high of 1048 in 1987; since then, fighting suspensions have decreased and in 1990 accounted for 807 suspensions. Over that period, fighting suspensions as a proportion of the total fluctuated between a high of 45.1% of the total in 1986 to a low of 29.1% of the total in 1990. Since the high mark in 1986, however, there has been a steady decline in the percentage of elementary suspensions attributable to fighting.

Suspensions for disorderly conduct and unruly conduct over the ten-year period have increased in total numbers and disorderly conduct has increased as a percent of total suspensions as well. Disorderly conduct suspensions increased from 119 in 1981 to a high of 810 in 1989, before dropping slightly to 769 in 1990. Over that time, their proportion of total suspensions increased from 11.3% in 1981 to a high of 30.5% in 1989; for 1990 they stood at 27.8% of the total. Unruly conduct suspensions show a similar pattern in terms of raw numbers, increasing from 404 in 1981 when they were the leading reasons for suspensions to a high of 656 in 1990. While the total number of suspensions for unruly conduct increased over the ten years, their proportion of total suspensions decreased from a high of 38.4% of the total in 1981 to a low of 13.4% in 1985 before rising over the succeeding years to a level of 23.7% in 1990.

Suspensions for theft and profanity followed similar patterns and both remained between 2.5% and 4.5% of the suspension total over time. Theft suspensions at the beginning of the period totaled 30 and increased steadily for the next six years reaching a period high in 1987 of 95 suspensions; since that time they have dropped off and totaled 67 in 1990. Profanity/obscenity suspensions totaled just 27 in 1981 and remained below 50 until 1985 when they totaled 83. Since that time they have generally increased and by 1990 totaled 101 suspensions, 3.6% of the elementary total.

We also tracked three "safety" offenses over the period at the elementary level including assault on a student, assault on staff and dangerous weapons. The data indicated a pattern of steady increase in the suspension of elementary students for dangerous weapons. Since 1981 when there were just 8 suspensions for dangerous weapons at the elementary level, there has been a steady increase through 1986 and 1987 when they leveled off at 41 suspensions each year. Although they declined for the next year to 33, the last two years of the period marked increases in suspensions for dangerous weapons and in 1990 they totaled 51 or 1.8% of the level total.

Assault on a student suspensions remained under ten cases per year and less than one-half of one percent of the total from 1981 through 1987; in 1988, assault on a student suspensions skyrocketed to 50 cases and increased each of the next two year to 89 cases in 1989 and 131 cases in 1990. Over this period, the percent of total suspensions at the elementary level for assault on a student increased from a low of 0.1% to the 1990 level of 4.7%.

Assaults on staff followed a similar pattern with fewer than ten cases of suspension being reported for the offense in any of the years between 1981 and 1987. Then, in 1988 there were 19 cases reported, 51 cases in 1989 and 74 cases in 1990. Over the ten-year period, suspensions for staff assault rose from 0.2% of the total to 2.7% of the total in 1990.

c. MIDDLE SCHOOLS

At the middle school level the leading reason for suspensions over the study period was unruly conduct. While there were fluctuations in the numbers of suspensions each year from a low of 975 in 1987 to a high of 1,744 in 1990, unruly conduct suspensions remained about 39% of the total middle school suspensions. (See Figures C-1 through C-10.)

Unruly conduct is followed by fighting as the next leading reason for suspensions. Over the ten year period, however, there has been some decrease in the total number of suspensions for fighting; the high for the period occurred in 1981 when there were 1,009 suspensions for fighting which accounted for 28.5% of the level total. Since that time fighting suspensions fluctuated somewhat, but generally declined and by 1989 accounted for 709 suspensions or 21.4% of the total; however, suspensions for fighting rose in 1990 to 826, but represented only 18.9% of the level total.

Disorderly conduct suspensions also accounted for a sizable and growing portion of middle school suspensions. While only 469 middle school suspensions for disorderly conduct were reported in 1981, accounting for 13.2% of the suspensions, both the number and percentage of disorderly conduct suspensions rose over the study period and reached a level of 1,068 suspensions or 24.4% of the total by 1990.

Middle school suspensions for profanity/obscenity remained relatively stable over most of the period of the study, comprising between 4.5% and 7.0% of suspensions for the level and ranging from a low of 141 in 1984 to a high of 232 in 1989.

We also tracked three of our "safety" offenses for the middle schools. Physical assault on staff remained below ten cases per year from 1981 until 1988 when there were 15 suspensions for assaults on staff. In 1989 the total jumped to 26 cases and rose again in 1990 to a period high of 48 suspensions or 1.1% of the total. Physical assault on a student followed a similar pattern with relatively low totals during the first seven years of the period (only 39 in 1987) before jumping in 1988 to 91 cases. Suspensions for this offense increased again in 1990 to 159 cases accounting for 3.6% of the level total.

We also examined dangerous weapon suspensions for middle schools and found a relatively stable pattern from 1981 through 1989; during this time the total number of suspensions for dangerous weapons was around 30 per year. In 1990, the number jumped to 53, accounting for 1.2% of the suspensions.

The overall pattern of decrease for drug/alcohol suspensions observed at the district level is also reflected somewhat in the middle school data. Over the study period the drug/alcohol suspensions increased from 34 in 1981 to 46 in 1985 before declining each year through 1988 when they totaled 18 cases. In 1989 and 1990, drug/alcohol suspensions increased to 19 and 24 cases, respectively, and comprised less than one-half of a percent of 1990 suspensions.

d. HIGH SCHOOLS

As was the case for the district, unruly conduct dominated the reasons for removal of students from high schools. The number and proportion of suspensions due to unruly conduct remained high over the period, beginning and ending the study period at about 2,000 per year and accounting for almost half of all high school suspensions. While the level of unruly conduct suspensions did go down for some time, they have increased substantially over the past two years. (See Figures C-1 through C-10.)

Another major contributor to suspensions at the high school level is disorderly conduct, which increased steadily over the past few years both in totals and as a percent of all suspensions for the level. While in 1981 they comprised about 12% of suspensions, by 1990 they were up to 17.7% of the total and accounted for over 800 suspensions.

Suspensions for profanity increased steadily over the past ten years, beginning with 135 suspensions in 1981 (4.2% of the total) and going up to 395 suspensions in 1990 (8.7% of the total), the highest of any school level.

Fighting constituted a lower proportion of suspensions at the high school level than either of the other levels, accounting for just over 10% of suspensions in 1990, down from 14.4% the previous year. For most of the years of the period, fighting accounted for more than 500 suspensions, reaching a high point in 1987 of 647 cases, but declining somewhat since then. The other offenses involving physical harm occurred with much less frequency. Assaults on students for the early years of the study period averaged around fifty suspensions per year; however, since 1986 they have increased for the most part, especially in recent years. In 1986, there were 83 suspensions reported for assault on students and in 1989 they jumped past the 100 mark and the following year went up to 141. During the study period they accounted for between 1.4% and 3.1% of suspensions at the high school level.

As revealed for the other school levels, assaults on staff also increased from below 15 cases from 1981 through 1988 up to 35 cases in 1989 and 28 cases in 1990. As a proportion of high school suspensions, they have decreased over that period from a little over 3% down to 0.6% in 1990.

Dangerous weapons suspensions at the high school level fluctuated around 20 cases per year; however, in 1986 they rose to 43 cases and remained around 40 until 1989 when they decreased to 15, but rose the following year to 25. Over the period, they generally remained less than one percent of the total. In both raw numbers and percent of all suspensions, dangerous weapon suspensions at the high school level were lower than at either the middle school or the elementary levels.

The two substance abuse offenses, smoking and alcohol/drugs, both declined substantially over the study period in terms of their percent of total suspensions and raw numbers. Alcohol/drug suspensions decreased from 157 in 1981 to just 46 suspensions by 1990 and decreased as a proportion of total high school suspensions from a high of 4.7% in 1982 to a period low of 1.0% in 1990. A similar pattern occurred for smoking which dropped from 5.6% of all suspensions in 1981 to a low of 1.5% in 1990 and decreased in volume from 240 cases to 70 cases for those same years.

2. SUSPENSION OFFENSE PATTERNS BY RACE AND GENDER

Using information on enrollment and suspensions we compared the percent of enrollment for each race/gender group (Black males, Black females, White males, and White females) with their percent of suspensions for each offense to determine for which offenses there were disparities. This analysis clearly identified that Black male students experienced widespread disparities across almost all of the offenses. We assessed their overrepresentation in suspensions for various offenses for the 1989 school year, when Black males comprised 31.39% of district enrollment. As we compared their enrollment to their percent of suspensions for specific offenses, we saw that Black males received a disproportionate number of the suspensions meted out for the majority of the offenses listed; exceptions included only disorderly conduct and smoking. The following year, with Black male enrollment still just above 31%, Black males remained overrepresented in every offense except smoking. Finally, by 1991, with their enrollment still at the 31% level, Black males were overrepresented in every offense except smoking and fraud. Keep in mind that the suspension totals used for 1991 are for only the first and second quarters. (See Figures C-30 through C-32c.)

Although Black males were overrepresented in a variety of offenses, many of the offenses, especially those with the highest levels of overrepresentation, did not involve large numbers of suspensions. When we examined the high volume offenses, we saw that the percentage of suspensions involving those offenses were generally similar for each of the racial/gender sub-groups.

As similar comparisons of enrollment and suspension offense percentages were made for other racial/gender sub-groups, some patterns of overrepresentation in offenses emerged, but none as pronounced as those for Black males. For example, White males were overrepresented in smoking over the course of the three years. While their enrollment was about 18% each year, they received between 52% and 71% of all smoking suspensions. And while they did have slight overrepresentation in a few other offenses, it did not approach the level of Black males, except for smoking. (See Figures C-30 through C-32c.)

Another discernible pattern was that the ranking of the top four offenses for each sub-group was generally the same: unruly conduct, disorderly conduct, fighting and profanity. Exceptions to this pattern include a reversal of the ranking of fighting and disorderly conduct for Black and White females.

The most frequent offenses leading to suspension which were observed over the ten year study period remained prominent in the more recent period. We also saw the connections between the disparity for Black males in suspensions and their overrepresentation in the offenses for which suspensions were most frequently imposed.

A larger proportion of suspensions for Black males were for unruly conduct when they were compared to other sub-groups. The pattern over the three years is similar for each group. However, the sheer volume of suspensions for Black males, over 2,000 in 1990, impacted dramatically on their rates of suspension. However, unruly conduct did not comprise a substantially higher proportion of their offenses than it did of other sub-groups. In fact, in 1990, White females had a higher proportion of their suspensions for unruly conduct than did Black males. (See Figures C-33a and C-33b.)

Disorderly conduct offenses went down overall the past three years for Black males; however, Black females experienced a slight increase. Black female students had slightly higher proportions than did White females. (See Figures C-34a and C-34b.)

Suspensions due to fighting decreased slightly over the three years for all groups except Black males, who experienced a slight increase in the number of fighting suspensions. The percentage of suspensions which involved fighting for each group was similar, with the exception of Black females who had a higher proportion of their suspensions for fighting than did White females in all three years. (See Figures C-35a and C-35b.)

Suspensions due to profanity increased in numbers over the past three years, with a precipitous increase in 1991 attributable to the change in policy requiring that students be suspended for profanity. Profanity suspensions increased for both male and female students while White male suspensions for profanity increased slightly in 1991 and White female suspensions increased substantially.

As we examined the percentages of suspensions for each group attributable to profanity we saw that in 1989 White females had a noticeably higher proportion of their suspensions involving profanity than did other sub-groups. For 1990 the proportions were remarkably similar. However, by 1991, with the new policy, Black female students received a higher percentage of their suspensions for profanity than any other sub-group. We also note that across all sub-groups, the policy had a dramatic effect on the proportions of suspensions involving profanity, with all of the sub-groups now having over 10% of their suspensions involving profanity. (See Figures C-36a and C-36b.)

Suspensions for smoking overwhelmingly involved White students and more males than females. Smoking suspensions for Black students numbered less than 20 each year while the totals for White students were over 100. As noted above, smoking was one of three offenses over the period of study for which Black males were not overrepresented. The trend in the percentage of suspensions for smoking was downward among White males, although White females experienced a sizable increase in 1991. (See Figures C-37a and C-37b.)

Finally, we looked at theft suspensions. Black males had the highest number of suspensions for theft, followed by Black female students. While their suspensions exceeded 80 for each year, the other sub-groups were generally below 30 suspensions per year. The proportion of suspensions accounted for by theft showed some differences between groups with there being dramatic differences in 1990; however, by the end of the second semester of 1991, the differences had closed considerably. See Figure C-38a and C-38b.)

3. SUMMARY

We first examined the reasons for suspensions in the district across time and found that the overwhelming majority of suspensions resulted from a small number of offenses including unruly conduct, disorderly conduct, fighting and profanity. In 1990, the four offenses accounted for over 86% of suspensions. These same offenses contributed substantially to the overall level of suspensions across all school levels. While in early years, unruly conduct was the leading reason for suspension across all school levels, more recently fighting displaced it as the leading suspension offense at the elementary level.

For both suspensions and expulsions, assault on staff and assault on students increased as reasons for removals. Along with fighting, all three offenses increased over the past three years.

When we examined the reasons for suspension by race we found that unruly conduct is the leading reason for suspension for both groups. The four most prevalent offenses for each race/gender group were unruly conduct, disorderly conduct, fighting and profanity. This was true for each group except for Black females in 1989-90 for whom there were more suspensions for fighting than for disorderly conduct. Black males were overrepresented in their suspensions for almost all offenses except smoking, where we found White males were overrepresented. We also found there to be a tendency for Black students to have higher proportions of their suspensions for disorderly conduct and fighting than White students and for White students to have higher proportions of their suspensions for unruly conduct than Black students.

Among the leading reasons for expulsions were assault on staff and assault on students. We noted our concern about the increases in expulsions and suspensions for assaults on staff and the increase in expulsions for dangerous weapons.

We also attempted to trace the rate increases in suspension to specific offenses which had substantial changes in their totals. Changes in fighting and unruly conduct suspensions played a substantial role in the changes in suspension rates for Black and White students. White students were also impacted by profanity suspensions, but these offenses increased more for Black students. Fighting became an offense significantly impacting Black students' suspension rate and decreased in its significance for the White students' suspension rate.

D. SUSPENSIONS AND DISPARITIES IN OTHER DISTRICTS

In addition to analyzing discipline rates and disparities in CPS, we also sought to place CPS' disciplinary actions into a broader context by comparing them with rates and disparities in various other school districts in the United States that are similar to Cincinnati. This analysis, reported in Sub-study F, covers the period 1978 through 1988, a ten year period that spans the years immediately prior to the Bronson Settlement Agreement, the transitional years, and several years immediately after the adoption of the Agreement. Our comparative analysis did not cover the most recent period because of the lack of availability of comparable data for the national sample of districts. We note, however, that the number of suspensions and disparities reported in Cincinnati have risen markedly since 1988, particularly in the 1990-91 and the 1991-92 school years.

Data to carry out this comparative analysis were requested from and provided with the special cooperation of the U.S. Department of Education's Office for Civil Rights. Enrollment and disciplinary action data were assembled by race, ethnicity and gender for the 100 largest school districts in the U.S. for the years 1978, 1980, 1982, 1984, 1986 and 1988, and entered into a database for analysis. Additional data were acquired from a small number of school districts to allow a sub-analysis of disciplinary actions by school level.

We computed four measures of suspension rates and disparities for each of the nation's 100 largest districts. These measures were suspension rates, Black-White rate differences, Black over-representation and Black student risk ratio. These same measures were also computed for a total of seven groups of comparison districts configured on the basis of one or a combination of characteristics the districts share with CPS, such as size, percent Black enrollment, geographical location and desegregation status. The mean scores for each group of districts on the four measures were then compared with Cincinnati's rates and levels of disparities for 1988 and each of the earlier years in the study.

In addition, because such group-based comparisons focus on the means, we also examined the distribution of districts by rate ranges and ranges of disparities. We also compared each district to every other district based on their ranking on three of the suspension measures, and then ranked them on the basis of their composite scores across these measures.

1. Students Suspended Once or More In A Year

In 1988, 116 of every one thousand students enrolled in the Cincinnati Public Schools were suspended once or more during the course of the school year, ranking CPS 14th highest in overall suspension rate among the nation's 100 largest districts. Its Black suspension rate of 136 and White rate of 89 students per thousand also placed it among the highest suspending districts for each of these groups, ranking it 21st and 18th highest, respectively. Thus, while Black students are suspended at an appreciably higher rate than their White counterparts in Cincinnati, White students in Cincinnati are suspended at relatively higher levels than their counterparts in other districts. (See Figure F-2.) Over the ten year period ending in 1988, suspension rates rose by about 26% with the White rate rising more rapidly than the Black rate, though the White rate has fallen since the Settlement Agreement while the Black rate has increased slightly through 1988. (See Figure F-1.)

When comparing CPS to various comparison groups of districts, we find that its overall and White suspension rates tend to exceed those in most groups of referent districts. On the other hand, its Black rate exceeded levels reported in three comparison groups and was lower than in four others, including those comprised of constellations of desegregated city districts in the north and midwest, but not those in Ohio. (See Figures F-2, and Figures F-4a through F-5b.)

Thus, *Cincinnati suspended a greater proportion of its students than did most other of the nation's 100 largest districts and five of the seven groups of districts we compared it to in 1988, although it suspended a somewhat smaller proportion than another group of midwestern districts.*

2. Black-White Differences in Suspension Rates

The CPS rate difference has ranged between 80.7 and 27.4 over the period studied. The rate difference peaked in 1980 at 80.7, fell to 27.3 in 1984, and then rose sharply in the first year after the Settlement Agreement to the mid 40s, where it remained for the balance of the period studied. The precipitous drop in rate difference between 1980 and 1982 appears to be largely attributable to an especially dramatic drop in the Black suspension rate during a period when the White rate declined only marginally. By contrast, the subsequent increase in rate difference coincident with the adoption of the Settlement Agreement is almost exclusively the result of a substantial decline in the suspension rate for White students between 1984 and 1986. (See Figures F-1, F-7a, and F-7b.)

CPS' 47.8 rate difference is slightly lower than three of the comparison groups and substantially lower than the mean rate difference for the other four groups of districts. This favorable showing against other districts appears to be primarily a function of the CPS' relatively high White suspension rate, rather than a low rate of suspension for Blacks. When examined against individual districts, CPS ranked near the middle of the nation's 100 largest, in the 52nd place (48th highest). It ranked 10th (18th highest) among desegregated city districts outside the south. Between 1978 and 1988 CPS registered a larger decrease in rate difference than most all other groups of districts, although we note that the CPS rate difference has risen appreciably since 1988. (See Figures F-6, F-7a, and F-7b.)

Thus, CPS ranked near the middle of the nation's 100 largest districts in Black-White suspension rate differences in 1988, but the rate difference rose sharply in Cincinnati in the first year after the Settlement Agreement, largely as the result of a decline in the White suspension rate.

3. Overrepresentation of Blacks Among Students Suspended

Black overrepresentation in CPS ranged from a high of 16.3% in 1978, after which it gradually, but consistently, declined to a low of 5.9% the year prior to the Settlement Agreement's adoption. After bottoming out, the overrepresentation climbed to 10.1% in 1986, where it remained in 1988. Thus, though the overrepresentation level declined by 38.3% between 1978 and 1988, it jumped appreciably coincident with the adoption of the Settlement Agreement. (See Figures F-9a and F-9b.)

Although substantially higher than a few years earlier, the 10 % overrepresentation figure in 1988 compared favorably with the levels of overrepresentation reported in the groups of comparison districts, all of which were clustered in a fairly narrow band between 10 and 14%. Again, however, the pattern of post-1988 suspensions has increased overrepresentation levels in Cincinnati above those reported here. (See Figures F-8, F-9a, and F-9b.)

CPS ranked 48th (52nd highest) among the nation's 100 largest districts and 10th (18th highest) among the desegregated city districts outside the south in 1988. These rankings, not unexpectedly, roughly parallel those CPS received with respect to Black-White rate differences.

Even though it declined appreciably between 1978 and 1988, Black overrepresentation among suspended students also climbed coincident with the adoption of the Settlement Agreement.

4. Black Student Risk Ratio

Between 1978 and 1988, the risk ratio for Black CPS students ranged from 1.30 to 2.12, meaning that Black students were up to two times as likely to be suspended as their White classmates depending on the year in question. Cincinnati's 1988 risk ratio of 1.6 reflects a substantially higher likelihood of suspension for Blacks than Whites. It also represents a lower risk ratio than recorded in the seven comparison groups, especially four of them in which the risk ratio exceeded 2.0 in 1988. (See Figure F-10.)

Every year between 1978 and 1988, Blacks students in CPS have been at greater risk of suspension than their White classmates, and the degree of such risk has increased since the adoption of the Settlement Agreement.

5. Overall Ranking of Districts by Suspension Measures

In addition to examining the relative ranking of districts on each of the several suspension measures discussed above, we also ranked districts on the basis of their cumulative scores across three of these measures: overall rate, Black-White rate difference, and Black overrepresentation. When examined relative to the nation's 100 largest districts, CPS ranked 62nd (or 38th highest) in terms of levels of suspension and disparities combined. Among these 28 desegregated districts outside the south, CPS ranked 11th (17th highest). Of the 10 districts with lower composite scores than Cincinnati, 7 had lower scores on at least two of the three independent suspension measures. These districts include: Boston, Buffalo, Chicago, Cleveland, Dayton, St Louis, and Portland. (See Figure F-16.)

Ranking districts according to combined measures of suspensions and disparities, CPS is neither among the highest nor the lowest districts.

6. Suspension Rates and Disparities by School Level

Finally, in an effort to assess if a particular school level in Cincinnati accounted for a disproportionate volume or proportion of suspensions compared to other districts, we examined 1990 district suspensions by school level for three Ohio districts (including Cincinnati) that reported relatively similar overall suspension rates. The suspension rates in these three districts (including CPS) were 129.6, 114.2 and 90.4.

In each of these districts suspension rates were highest at the junior or middle school level, followed by the senior highs and then the elementary schools. While this pattern persisted across all districts, there were appreciable differences in the rates at certain school levels among the three districts, most notably at the elementary level. In Cincinnati elementary students were suspended at a rate of 56 students per thousand, as contrasted to rates of 21 and 37 elementary students per thousand in the other two districts. The rate for Black elementary students in CPS was 71.9 per thousand in 1990, while Whites were suspended at a rate of 31.7 per thousand. These rates contributed to a rate difference of 40.2 per thousand students, an overrepresentation level of 17.4%, and a Black elementary student risk ratio of 2.4. (See Figure F-22a.)

To control for district rate differences, we also calculated the proportion of all suspensions attributable to elementary students in each of the three districts. When we did so, we found that 30.4% of the suspended students in Cincinnati were elementary students, while such students constituted just 15.2 and 13.6% of the suspended students in these other two districts. (See Figure F-22b.)

Elementary students are twice as likely to be suspended in Cincinnati as in two other desegregated city school districts in Ohio with similar overall rates of suspension.

7. Summary of Comparative Analysis

Overall, then, the general pattern evident from our comparative analysis suggests that between 1978 and 1988, CPS had relatively high suspension rates for all students, which tended to constrain the level of racial disparities between groups. While levels of disparities tended to fall even as overall suspension rates increased between 1978 and 1988, post 1988 patterns reported elsewhere in this study signal growing levels of disparities as well as rates of suspension that are likely to modify CPS' relative standing with respect to other districts and groups of districts in the United States.

III. SUMMARY OF FINDINGS REGARDING SOURCES AND POSSIBLE CAUSES OF DISPARITIES

In this section we present a summary and brief discussion of our findings regarding sources and possible causes of disparities. Using a question and answer format for each finding, we refer the reader to the sub-study report(s) containing additional information related to the finding.

1. HAVE THERE BEEN CHANGES IN THE NUMBER OF REMOVAL ACTIONS OVER TIME IN THE CPS?

The use of suspension and expulsion over the past eleven years in the CPS has increased considerably. The increases have generally been greater for Black students than for White students. The more recent years show accelerated increases, some of which are due to the new mandatory policy on suspension and expulsion introduced for the 1991-92 school year. (See Figures A-1 through A-10, A-14 through A-14c, A-29 through A-39c, and B-1 through B-12.)

2. HAVE THERE BEEN RACIAL DISPARITIES IN THE DISCIPLINARY ACTIONS IMPOSED BY THE CPS?

We used two primary methods of measuring differences in the impact of suspensions and expulsions on Black and White students. Consistently, Black students had higher levels of disciplinary actions according to both of the measures. First, we looked to see if there were differences in the rates of suspension for the two groups. We found a consistent pattern of Black students being suspended at higher rates than White students. (See Figures A-1 through A-10, A-15, A-29 through A-38, and A-40.)

Next we compared the percent of Black enrollment to their percent of suspensions. Here, too, we found disparities as reflected in Figures A-1 through A-10, A-16, A-29 through A-38, and A-41.

3. HAVE THERE BEEN CHANGES IN THE LEVEL OF DISPARITIES IN DISCIPLINARY ACTIONS OVER TIME?

The level at which Black students experienced disparities fluctuated over the ten year period we examined. However, the overall trend is one of increasing disparity in suspension and expulsions for Black students. This is especially true during the period from 1989 through the second quarter of the 1991 school year. (See Figures A-1 through A-10, A-14 through A-14c, A-29 through A-38, A-39 through A-39c, and B-1 through B-20c.)

4. ARE THERE ANY DISPARITIES IN DISCIPLINARY ACTIONS FOR WHITE STUDENTS?

Although the overall pattern is one of disparities to the disadvantage of Black students, there were a few instances in which there were disparities for White students, especially males. When we examined the repeat patterns for students suspended, we did see a pattern of somewhat higher repeat rates for White students. (See Figures A-28 through A-28c, and Figures A-29 through A-38.)

5. HAVE THERE BEEN ANY VARIATIONS IN THE LEVELS OF DISPARITIES FOR BLACK STUDENTS BY GENDER OR SCHOOL LEVEL?

While the overall picture is one of increased disparities for Black students, these patterns did vary by gender and across school levels. For a substantial period of time during the 1980s, Black students at the middle school level had lower rates of suspension than did White students (See Figure A-15). That pattern ended in 1988 and since then Black students have experienced increasing levels of disparities.

While it is true that all Black students experience disparities in their disciplinary actions, there are substantial variations by gender. We found a fairly consistent pattern of Black females being underrepresented in suspension or expulsions. This pattern did not emerge when we compared rates for Black and White female students since White female students had the lowest rate of suspension and expulsion of any of the race/gender groups that were examined. (See Figures B-16 through B-16c, B-20 through B-20c, B-15 through B-15c, and B-19 through B-19c.)

We also found substantial variations in the levels of disparities by school level. However, these variations fluctuated considerably and are difficult to explain.

6. ARE THERE DIFFERENCES IN THE TYPE OF DISCIPLINARY ACTIONS IMPOSED ON STUDENTS OF DIFFERENT RACES?

We examined a number of offenses for which both suspension and expulsions had been imposed to see if there was any greater likelihood of suspension or expulsion by race of the students.

After examining the data, we conclude that although there was a tendency to expel Black students with more frequency than White students for the same offense, the differences were negligible. (See Figures D-1 through D-5.)

7. WERE THERE DIFFERENCES IN THE LENGTH OF SUSPENSIONS IMPOSED ON BLACK AND WHITE STUDENTS SUSPENDED FOR THE SAME OFFENSE?

We also analyzed whether there were any differences in the length of suspensions of Black and White students suspended for the same offenses. While there were some interesting patterns in these data, overall, there was no evidence that Black and White students received suspensions of substantially different durations for the same offenses. (See Figure D-6.)

8. ARE THERE DIFFERENCES BETWEEN BLACK AND WHITE STUDENTS IN THE NUMBER OF TIMES THEY ARE SUSPENDED?

Because of the pattern we saw in the repeat analysis, we conducted additional analysis to see whether there were any racial differences in the number of times students were suspended. We analyzed the records of Black and White students who were suspended more than once to see if they differed in the average number of suspensions. We found that the average number of suspensions for Black and White students was nearly the same with both groups averaging 2.8 suspensions. However, the percent of repeat offenders was significantly higher for White students than for Blacks students. (See Figure D-7.)

9. WERE THERE DIFFERENCES IN THE RATES OF REFERRALS FOR BLACK AND WHITE STUDENTS?

Generally, we did not have school level discipline records with which to conduct our analysis. However, we did obtain information on the first two quarters of the school year from one middle school which had computerized referral records. We analyzed this information to see what, if any, differences there were in the referral rates of Black and White students.

Given the small number of cases we had to examine, we are cautious about generalizing beyond the school from which these data were obtained. However, for the school in question, Black students, particularly Black males, were more likely to be referred than White students. Although Black students were more likely to be referred, White students were more likely to be referred more than once. (See Figures E-1, E-3 and E-5.)

10. WERE THERE DIFFERENCES IN THE LIKELIHOOD OF SUSPENSION FOR BLACK AND WHITE STUDENTS?

Using the same data from a single school, we examined the likelihood of suspensions for Black and White students referred to the office. Black students were more likely to be suspended than White students for all referrals. Some of the discrepancy, however, may be due to the offenses for which they were referred since Black males were more likely to be referred for fighting and nearly all fighting referrals ended in suspension. But some of the discrepancy occurred because Black students were more likely to be suspended for disorderly conduct; nearly three-quarters of all Black students referred for disorderly conduct were suspended compared to a little over half of all White students. (See Figures E-6 through E-9.)

11. DID ANY OF THE OTHER DISCIPLINARY ACTIONS IMPOSED ON STUDENTS REFERRED TO THE OFFICE RESULT IN DISPARITIES BY RACE?

When we examined the data to analyze disciplinary responses, we found that while the most frequent response to a referral in this school was parent contact, one third of the referrals resulted in suspension and one-quarter in some other form of punishment, such as work detail or writing sentences. Across all offenses for which students were referred, Black students had disproportionately fewer of their referrals end in parent contacts than did White students. Again, however, this may be due to differences in the reasons for which students were referred. (See Figures E-6 through E-9.)

12. ARE THERE DIFFERENCES IN FREQUENCY THAT STAFF MEMBERS OF DIFFERENT RACES REFER BLACK AND WHITE STUDENTS?

While the information we obtained from our sample school included information on the race of the students, it did not contain information on the race of the staff person making the referral so we were not able to analyze this issue. However, we did note that a small number of the staff in the school accounted for the vast majority of referrals. A total of 87 staff member made at least one referral with the median number being nine. Eleven staff accounted for 43% of the referrals and one staff member made 103 referrals. (See Figure E-4.)

13. WHAT HAVE BEEN THE MOST FREQUENT REASONS FOR WHICH STUDENTS ARE SUSPENDED FROM SCHOOL?

Over the past eleven years, the patterns of offenses leading to suspension have remained relatively stable. Unruly conduct has been the most frequent reason for suspension in all of those years. Reasons for suspensions in the district are concentrated in a few offenses; in fact, in 1990, four offenses accounted for over 86% of all suspensions in the district. These offenses were: unruly conduct, disorderly conduct, fighting and profanity.

14. WERE THERE DIFFERENCES IN THE REASONS FOR WHICH BLACK AND WHITE STUDENTS ARE SUSPENDED?

In both our analysis of district offense data and the sub-study of referral data from a middle school, we found that it was more likely for Black students to have been charged with disorderly conduct than with unruly conduct while the reverse was true for White students. Since both offenses were in the same category regarding disciplinary actions that were imposed, we are not clear about the reasons for this pattern. It may reflect the fact that although both are broad and not well-defined offenses, the disorderly conduct definition seems to be more directed to matters of insubordination and failure to follow instructions of authority figures. Although unruly conduct includes an element of insubordination, it seems to involve more general forms of misconduct and disruption as well. (See Figure C-33a through 34b and E-5.)

15. ARE THERE SCHOOL CHARACTERISTICS WHICH ARE ASSOCIATED WITH THE BLACK-WHITE SUSPENSION RATE DIFFERENCES?

We utilized a "multiple regression" statistical analysis technique to determine the impact of a number of factors on the Black-White suspension rate differences in the district. Among the factors analyzed were the race of the principal, the percent of Black assistant principals, the percent of Black student enrollment, the percent of students receiving free and reduced-price lunches, the percent of students eligible for Chapter I services, and the percentage gap between students eligible for Chapter I in a school and those receiving services. Our intent was to see if any of these factors were associated with the differences in suspension experiences of Black and White students as measured by the Black-White suspension rate difference.

The results indicated that there has been a minimal impact of these variables on the Black-White suspensions rate difference. In 1989-90 there were three variables that showed statistically significant associations with the Black-White rate difference rates. Two of them, the Gap Between Percent of Students Eligible for Chapter I and Percent Served in a school and Percent Black Assistant Principals had a positive influence on the rate difference disparity. That is, the wider the gap between students eligible for Chapter I and students served with Chapter I funds, the higher the rate difference the school showed. Also, as the number of Black assistant principals increased (percentage wise), the rate difference also increased. (See Figures D-8 through D-10.)

The third significant variable, Percent Eligible for Chapter I, had a negative association, (i.e. the more students who were eligible for Chapter I in a school, the lower the rate difference that was observed). There are several possible explanations for this unanticipated result. For example, it could be that in schools with a high number of students in need of assistance, both Black and White students received a large number of sanctions thus reducing any disparity. Alternatively, one may speculate that in that type of school both Black and White students received a relatively small number of sanctions, with a similar reduction in the disparity. (See Figures D-8 through D-18.)

In the following years none of the variables attained statistical significance, becoming closer to having zero impact in the 1991-92 school year. (See Figure D-8 through D-10.)

16. ARE THERE SPECIFIC OFFENSES THAT ESPECIALLY IMPACT THE DISPARITIES IN SUSPENSIONS FOR BLACK STUDENTS?

In order to identify offenses that contributed substantially to the disparities in suspensions for Black students, it is necessary to focus on those offenses which were both high in total volume and for which Black students were substantially overrepresented. In the following section, we present a summary of offenses which meet these criteria. Additionally, we have identified offenses for which White students experienced substantial overrepresentation.

When we refer to an offense as one for which Black students were "overrepresented", we are comparing their percent of enrollment to the percent of all suspensions for a given offense which involved Black students. Where the percent Black students involved in a specific offense leading to suspension exceeded their enrollment by 10% or more, we identified the offenses as having "significant overrepresentation."

When we refer to an offense as being "high volume" the reference is to the frequency with which the offense resulted in suspension. At the District-wide level, offenses leading to at least 60 suspensions per year for Black students and those leading to at least 30 suspensions per year for White students were identified as "high volume" offenses. For school level analyses, "high volume" offenses for Black students were those resulting in suspension at least 20 times per year, and "high volume" offenses for White students were those leading to suspensions at least 10 times per year.

Suspension offense data from 1989-90 through the second quarter of 1991-92 were analyzed to identify "high volume" and "significant overrepresentation" offenses for Black and White students by race and gender sub-group.

There were six high volume offenses for which Black males were consistently found to be "significantly overrepresented": Disorderly Conduct, Fighting, Profanity, Theft, Unruly Conduct and Assault on a Student/Violent Disorderly Conduct. Assault on a Student was identified as a "high volume" and "significant overrepresentation" offense for 1989-90 through 1990-91; however, in 1991-92, it was replaced by a new offense, Violent Disorderly Conduct, as a high volume and significantly overrepresented offense for Black males.

No offenses were found to be consistently high volume and significantly overrepresented for the other race/gender sub-groups, except for Smoking. For White males, Smoking was consistently high volume and significantly overrepresented; however, while smoking was also a high volume and significantly overrepresented offense for White females, the pattern was not consistent across the years examined.

Across school levels, for Black males, the same six offenses identified above were consistently high volume and significantly overrepresented. Additional offenses appeared at the elementary and high school levels. At the elementary level in 1991-92, Sexual Conduct was a high volume and significantly overrepresented offense. At the high school level in 1990-91, Gambling was a high volume and significantly overrepresented offense.

For Black females, Fighting, Forgery, Fraud, and Profanity were high volume and overrepresented offenses, although not consistently across school levels and for different years. At the elementary level, no high volume offense was significantly overrepresented for Black females except Fighting in 1990-91. At the middle/junior high school level, no high volume offenses were significantly overrepresented except for Profanity in 1991-92. At the high school level, Fighting was high volume and significantly overrepresented for Black females during the first two years; in 1991-92, Forgery, Fraud, and Profanity were high volume and overrepresented, with Forgery "significantly" overrepresented.

For White students, few high volume offenses reflected significant overrepresentation. The only offense which was consistently high volume and significantly overrepresented was Smoking at the middle/junior high and the high school levels. This pattern held true for females and even more so for males; it was less consistent at the elementary level where Unruly Conduct seemed to show a more consistent overrepresentation.

Overall, the offenses reflecting both the highest volume and most significant overrepresentation for Black students, especially males, overlap considerably with the offenses which most frequently lead to suspensions for all students in the district. These include: disorderly conduct, fighting, profanity, and unruly conduct. Additionally, however, the offenses of theft, assault on a student and violent disorderly conduct also contribute substantially to the overrepresentation of Black males among suspended students.

17. WHAT DID THE MEMBERS OF THE CPS SCHOOL COMMUNITY WHO RESPONDED TO STUDY TEAM SURVEYS IDENTIFY AS THE MAIN CAUSES OF RACIAL DISPARITIES IN STUDENT DISCIPLINE?

Each of the five survey populations (Local School Discipline Committees, the Community-wide Task Force, the Discipline Steering Committee, the Ad Hoc Discipline Committee and the Central and Area Administrators) were given a battery of questions related to the causes of disparities.

The surveys listed a series of statements about the specific causes of disparities and asked the respondents to indicate their level of agreement or disagreement with each statement by marking the appropriate letter. The respondents were asked to respond on a five-point scale with "strongly disagree" equaling a value of one (1), "strongly agree" equaling a value of five (5) and "undecided" equaling a value of three (3).

A second battery of items related to causation of disparities was administered to all of the populations except the Local School Discipline Committees. This battery listed various categories of causes of disparities and asked the respondents to indicate what percentage of the disparities in discipline action for Black students they believed to be attributable to each of the listed categories.

The initial step in the analysis of the data was computing the means (averages) for each question in the battery. We then compared the means across the various survey populations. In addition, we performed T-Tests on the means in order to assess if the differences in the means between the various survey populations or racial groups were statistically significant. (Statistical significance was computed at the 0.05 level or less).

For the causation battery interesting patterns of difference in the responses given by Blacks and Whites emerged. Blacks generally recorded higher means on all of the items, particularly those which were reflecting treatment differences and organizational factors as causes. These dissimilarities in the responses of the two groups demonstrate the differences in perceptions of Blacks and Whites about what causes the disparities in discipline action. Before analyzing the differences between the groups, we first highlight the issues which respondents most agreed are contributing causes for the disparities.

Overall, means on this battery of questions were generally low; however, when analyzing the means by race the divergence between the two racial groups became clearer. Since none of the items had very high means, it may indicate that there is some general uncertainty about the causes of disparities. However, the items with the highest overall means and, therefore, the highest level of agreement that they are contributing factors to the disparities, were: "Teachers misunderstand Black students' behavior" which had a reported mean of 3.3; "Staff cultural misunderstanding" which had a mean of 3.0; and "More Black students come from one parent homes" with a mean of 3.0 (See Figures G-1:1a through G-1:1c).

The items with the lowest means across the survey populations, indicating overall disagreement with these statements, were: "Rules favor White students" (1.6); "Black students care less about education" (1.6); "Black students do not feel welcome in school" (1.8); "Staff ignore White students' violations" (1.8); "White students are not sent to the office" (1.9); and "The Administration is more likely to suspend a Black student" (2.0).

When we analyzed race differences among the combined populations, significant differences emerged between the mean responses for Black and White respondents. Below, we discuss the items which had the most disagreement between Whites and Blacks, although significant differences between the means for the two largest racial groups emerged throughout this battery on causation (See Figures G-1:2a through G-1:3f).

The first item which highlights these differences between racial groups is: "Teachers misunderstand Black students' behavior". Although this statement received the highest mean in the battery, Blacks had a significantly higher mean than White respondents (respective means are 4.1 were 2.8).

Significant differences between Blacks and Whites also arose on the issue of staff cultural misunderstanding. Blacks, once again, showed a much higher level of agreement with this statement (mean of 3.8) than Whites (mean of 2.5).

The third item, "Staff are reluctant to help Black students", showed Blacks agreeing more with this statement (3.6) than did White respondents (2.0), who disagreed with it.

A fourth item which sheds light on the difference in the perceptions of Blacks and Whites is "White students get the benefit of the doubt". Blacks had a significantly higher mean than Whites, reflecting their stronger agreement (respective means are 3.1 and 1.5).

The final item demonstrating this lack of consensus between Blacks and Whites is "Some staff members dislike Black students." Black respondents had a mean of 3.5 compared to a mean of 2.1 for White respondents.

For a view of the mean responses by race and survey population, see Figures G-1: 3a through 3f.

In the second part of our analysis of means we combined or clustered items with a common theme and performed comparisons. The twenty issues which were discussed in this battery were clustered into four categories including disparities due to: 1) behavior differences; 2) treatment differences; 3) organizational factors; and 4) family factors. The items targeting behavior differences as the cause of disparities include: "Black students care less about education"; "Black students refuse to cooperate with staff"; and "Black students break the rules more often".

The items targeting organizational and structural factors as the cause of disparities include: "No programs for Black students"; "School rules favor White students"; and "Black students feel less welcome".

The issues targeting family factors as the cause of disparities include: "White families are more involved"; "More Black students come from poor families"; and "More Black students come from one parent families". Although Whites had a slightly higher mean than Blacks on each of these statements in the family cluster, no significant differences between the two groups emerged in this cluster of statements (See Figures G-1:4a and G-1:4b).

The items targeting treatment differences as the cause of the disparities were broken into three sub-clusters of treatment issues. Treatment differences based on the inaction of staff members included the following statements: "Staff ignore White students' violations of rules"; "White students get the benefit of the doubt"; and "White students are not referred to the office". The second treatment sub-cluster dealt with treatment differences in discipline actions and included: "Administration is more likely to suspend a Black student;" and "Some staff treat Black students differently". The last treatment sub-cluster dealt with treatment differences based on culture and included "Teachers misunderstand Black students' behavior"; "Staff members do not understand Black students' culture"; "Some staff members are unwilling to help Black students"; and "Some staff members dislike Black students".

In order to analyze causation by these clusters, we computed an average for each cluster based on the mean responses for each item in the cluster. We then examined the overall means of the various clusters in order to assess which clusters of causes respondents felt contributed most to the disparities.

The highest mean was for the treatment sub-cluster based on cultural differences (2.8), followed by the cluster targeting family issues (2.6), the cluster targeting behavior differences (2.4), the treatment difference sub-cluster targeting discipline action (2.3), the treatment sub-cluster which targets inaction on the part of staff (1.9) and, lastly, the cluster which targets organizational factors (1.8). Generally the means are fairly low, indicating that respondents obviously feel that other factors are coming into play as the causes of the disparities; however, issues targeting cultural misunderstanding have consistently been significant factors throughout this analysis. This indicates that individuals view these factors as being most responsible for the disparities.

The next analysis looked at the differences which emerged between the racial groups. In general, the means for Whites were lower than the means for Blacks on each of the six causation clusters and sub-clusters which shows that Blacks agree a bit more than Whites that the issues addressed in this battery represent possible causes of the disparities in suspension for Black students.

Overall, White respondents perceive family issues as the most significant cause for the disparities in punishment. Of the six clusters of causation, White respondents reported the highest mean on this cluster (2.6). Although Blacks and Whites had similar means on this cluster, family issues ranked fourth out of six clusters for Blacks, whereas it ranked first for Whites. On the other hand, Blacks recorded the highest mean on the cluster targeting treatment differences based on culture (3.7). The mean for Blacks was significantly higher than the mean for Whites (2.4) on this cluster. For Whites, this cluster was ranked third of six clusters.

The second highest mean for White respondents was on the cluster targeting behavior differences as the cause for the disparities (2.4); in contrast this cluster ranked last for Black respondents (2.3). The second highest mean for Blacks was on the treatment sub-cluster which targeted differences in discipline actions as the cause for the disparities (3.2); this cluster ranked fourth for Whites (1.9) and they had a significantly lower mean than did Blacks.

This analysis of clusters of causes of disparities for Black and White respondents shows that Whites generally feel disparities are more attributable to factors relevant to student behavior and family whereas Blacks generally perceive the disparities as being more attributable to different treatment of Black students on the part of staff members, although their responses to the treatment difference cluster were not significantly different.

We also performed an analysis of the means across the various survey populations. Across the committees, means were similar with regards to behavior differences as a cause for the disparities, each group reported a mean between 2.4 and 2.7.

On the cluster targeting organizational factors as causes for the disparities, the Local School Discipline Committees (LSDC) reported the lowest mean (1.7). The Discipline Steering Committee, Ad Hoc Discipline Committee and administrators all had similar means (2.7 and 2.4). The Community-Wide Task Force reported the highest mean of all the committees on this cluster (3.2).

For the cluster targeting family issues as a cause for the disparities, each of the committees reported similar means, ranging between 2.5 and 3.0.

The three clusters which target various types of treatment differences showed interesting differences across the various populations. Treatment differences based upon staff inaction received the highest mean from the Communitywide Task Force (3.4) and the lowest mean from the Local School Discipline Committees (1.8). Treatment differences based on discipline actions received the highest mean from the administrators (3.3) and the Community-wide Task Force (3.9), and the lowest means from the Local School Discipline Committees (2.2). The highest mean for each of the five groups was on the treatment cluster targeting cultural differences as the cause for the disparities. Except for the Local School Discipline Committees, who reported a mean of 2.7, all of the groups had means of 4.0 or above on the cultural differences cluster.

In addition to the twenty-item battery of causation statements, individuals were asked to estimate what percent of disparity was attributable to three categories of causation: behavioral differences, treatment differences and organizational factors (See Figures G-1:5 through G-1:6b). Overall, the respondents estimated that behavior differences contributed approximately 23.7% to the disparities; treatment differences contributed approximately 28.3% to the disparities; and organizational factors contributed approximately 27.0% to the disparities. There were no significant differences in the responses based by race or survey groups.

18. WHAT DID MEMBERS OF THE CPS SCHOOL COMMUNITY WHO RESPONDED TO STUDY TEAM SURVEYS IDENTIFY AS THE PREFERRED DISTRICT STRATEGIES FOR REDUCING RACIAL DISPARITIES IN DISCIPLINARY ACTIONS?

One of the batteries of statements administered to the respondents addressed the issues of what strategies they believed the CPS should employ in coming years to reduce disparities in suspensions among Black students. This battery was administered to all of the populations except the Local School Discipline Committees. This battery was omitted from their surveys due to space limitations. Because of our interest in obtaining information on the frequency of usage of various disciplinary actions at the school level, a battery addressing this issue was substituted in the LSDC survey form.

The battery presented a list of ten (10) statements regarding strategies for reducing disparities and asked the respondents to indicate their level of agreement or disagreement along a five- point scale ranging from "strongly disagree" (1) to "strongly agree" (5), with "undecided" assigned a value of three (3).

A second battery related to strategies presented the respondents with a listing of five (5) categories of strategies for reducing disparities and asked them to prioritize the strategies by indicating what percent of the district's efforts should go into each of the categories.

Overall, the survey populations indicated having the most agreement with the following statements regarding strategies for reducing disparities: "Train staff in cultural differences" (4.7) which received the highest overall mean on the battery; "Enlist the support of Black organizations" (4.6); "Increase the involvement of Black parents" (4.5); "Implement alternatives for Black suspensions" (4.1); and "Increase in-school suspension programs" (4.0). There was general agreement on these items across racial groups and survey populations. "Reducing suspensions for all students", and "Implementing programs for Black students" were also strategies which were seen favorably by the various survey populations (3.8 and 3.9, respectively) and no significant differences by race emerged on this issue (See Figures G-1:7a and G-1:8b).

While "Increasing Black staff" had a fairly high level of agreement (4.0), Blacks were significantly more in agreement with this strategy than were Whites (respective means of 4.8 and 3.6).

In terms of the statement regarding principals being responsible for decreasing the disparities, the respondents seemed to be uncertain about this strategy (3.0). However, when race differences were taken into consideration, it was clear that Blacks generally agreed with this strategy (4.2) and at a significantly higher degree than did White respondents (2.6).

Items in this battery were also grouped into clusters as a way of identifying which clusters of strategies were most agreed upon by the respondents (See Figures G-1:9a and 9b). The first cluster was "Policy and procedure" which was measured by looking at individuals agreement with the statement about "Decreasing suspensions overall through policy changes" as a strategy. This cluster received an overall mean on 3.8. No significant differences emerged between the racial groups.

The second cluster was "Behavior improvement programs" which consisted of an average of the statements regarding "Developing programs for Black students", "Implementing in-school suspension programs", and "Creating alternatives for Black offenses". The overall mean for this category was 4.0 and, once again, no significant differences emerged across the various survey populations or racial groups.

The third cluster, "District and school leadership", was represented by the mean on the issue of "Principals being responsible for reducing disparities" and "School incentives for reducing disparities". The overall mean for this cluster was 3.1. This represents the lowest mean for the six clusters. However, racial differences did emerge. Blacks expressed a significantly higher level of agreement with this category of strategy than did Whites (respective means are 3.8 and 2.9).

The fourth cluster was "Training and education" which was measured by analyzing respondents' agreement with the statement on "Training staff in cultural differences". The reported mean for this cluster was 4.7, and it was agreed upon by all Black respondents who "strongly agreed" (5.0) with this statement. Whites demonstrated strong agreement with this statement as well (4.5).

The fifth cluster "Community involvement and agency collaboration" was represented by the statements on "Involving more Black parents" and "Black organizations and professionals". The overall mean for this category was 4.5, indicating respondents had a high level of agreement with this strategy. There was consensus on this issue across the various survey populations and racial groups.

The final cluster was comprised of the statement "Increase Black Staff". Overall, there was agreement with this cluster (4.0). However, significant differences did emerge between racial groups. Black respondents reported a significantly higher mean than White respondents (4.8 and 3.6, respectively).

Lastly, individuals were asked to prioritize the categories of strategies by indicating what percentage of the districts efforts should go to each of the above categories (See Figures G-1:10 through G-1:11b). The respondents indicated that approximately 12% of the district's efforts should go to enlisting community involvement; approximately 15% should go to policy and procedure changes; about 22% to education and training; about 24% of the district's efforts should go to behavior improvement programs; and approximately 24% to improving district and school leadership. Substantial differences between the survey-populations and racial groups did not emerge in this analysis (See Figures G-1:10 through G-1:11b).

IV. DISCIPLINE MANAGEMENT SYSTEM AND DISPARITIES IN DISCIPLINE

A. FOCUS AND NATURE OF THE REVIEW

Now we turn our attention to the management system that underlies the administration of discipline in the Cincinnati Public Schools. We do so to explore its basic components and workings and to examine how it has responded to patterns of disparities in discipline. Our interest is both retrospective and prospective. It is retrospective because we seek to understand the strengths and weaknesses of the discipline management system as it has operated in recent years and the nature and extent of the district's prior efforts to address disparities. Our interest is prospective because this information is needed to meet the Study Team's charge of recommending ways in which disparities can be reduced in the future.

To better understand the management system and the district's efforts, we reviewed copies of district policies, organizational tables and objectives, and strategic and annual planning documents, as well as minutes of meetings of various staff committees and community advisory task forces charged with discipline-related responsibilities. To assess the actual operation of the system and the implementation and impact of initiatives to address disparities, we interviewed current and former central administrative personnel having responsibilities for district level discipline planning and management functions. In addition, we administered surveys to the Community-Wide Task Force and the members of the Ad Hoc and Discipline Steering Committees. Representatives of professional associations were interviewed and site visits made to selected elementary, middle and senior high schools. Finally, a survey of Local School Discipline Committee members was conducted to ascertain the perceptions of parents, teachers, principals and other school staff and students regarding the implementation of discipline and recommended strategies for reducing disparities in discipline.

Based on these activities and the information that flowed from them, we have formed some impressions regarding the district's general approach to school discipline and in particular the type of measures it has employed to address disparities. While our observations are impressionistic, we think that they capture, and hopefully convey in a meaningful and constructive manner, some important lessons that can be learned from the experiences of the past as the district stands at the current crossroads regarding the future course of its efforts to reduce disparities. These reflections are intended to provide a context for the recommendations that follow, not only with regard to strategies for reducing disparities, but also strengthening the organization's capacity to manage discipline in general. We consider the latter an essential step if the district is to achieve a system of discipline that will serve staff, students, and the community equally well and one that is not merely firm or fair, but one that is both fair and effective.

B. ASSESSMENT OF MANAGEMENT SYSTEM AND EFFORTS TO REDUCE DISPARITIES

We organize our impressions around what we consider to be the essential ingredients of an integrated approach for fostering and supporting fair and effective discipline. These include: Leadership, Policy, Programs, Personnel, Information, and Resources. In addition to assessing each of these components of the district's management system, and highlighting measures that the district has taken to address disparities, we also identify what we consider some of the current realities which have to be creatively and sensitively addressed as the district proceeds to develop and implement new strategies for reducing disparities.

1. Leadership and Organizational Approach

Since the adoption of the Settlement Agreement, leadership in the district has undergone a number of changes contributing to a substantial degree of instability and lack of continuity in the manner in which discipline has been addressed. While good discipline has remained a consistent and explicit goal, definitions, indicators and approved means of attaining this goal have varied, sometimes in highly contradictory ways. Mixed or contradictory messages have been sent at varying times and by successive administrations, contributing to periods of confusion and frustration among those responsible for implementing discipline, and among students and the community-at-large, as well.

These mixed messages may be attributable in part to the lack of a clear definition and coherent philosophy of discipline that can be consistently articulated and reinforced by the leadership, and embraced as appropriate by those responsible for implementing discipline and those affected by it. As a result, the district is particularly susceptible to being buffeted by alternating demands for firmness and then fairness in the administration of discipline.

The district also has been hindered by the absence of a comprehensive model and integrated management system for student discipline. Some components of such a system are lacking or underdeveloped. Others that exist are only loosely coordinated or poorly integrated into a holistic system for bringing about desired goals. Symbolic of this lack of integration and coordination has been the absence of any single office or official with clearly demarcated responsibility and authority for the various interdependent elements of a systematic discipline management system. This has been particularly problematic because of the apparent absence of an effectively functioning informal mechanism for integrating policy, planning, programming, staff development, data generation and utilization, and resource acquisition and deployment with regard to school discipline in general.

District goals, over the life of the Settlement Agreement as well as prior to it, have consistently identified school discipline and safety as priority objectives. The district's annual planning documents have correspondingly called for activities designed to further these objectives in selected years, although with varying foci and levels of specificity regarding the strategies to be employed. During the early 1980s, for instance, such documents called for reducing suspensions and identified some activities generally associated with improving the implementation of suspension policies, providing support to schools in developing and implementing uniform discipline policies, and monitoring such policies and plans in succeeding years. In more years the district reported limited success in reducing suspensions based on the interventions it was implementing, and mixed results regarding how students and or parents rated the fairness of discipline as compared with the prior year's results on the same surveys. In explaining the mixed results, district officials identified the need for intervention programs and staff training.

In 1987, a five year strategic plan was developed that for the first time included a specific level of reduction in suspensions and expulsions as a goal: an average annual reduction in 250 suspensions and 25 expulsions per year over a five year period. This goal has continued to appear in district planning documents through the present time.

Reduction in the level of Black suspensions was also called for in selected district documents, dating at least from 1989, although these documents and this goal were less familiar to administrators we interviewed. This goal was not stated numerically and the documents in which they appeared identified no programs specifically designed to impact Black suspension or expulsion levels.

In more recent years, additional attention has been focused on the issue of disparities in discipline. District efforts, however, appear to have focused primarily on documenting the magnitude and debating the causes of such disparities. Even during the course of this study, school officials could point to no single, district-wide initiative or program that had been mounted specifically to address disparities in discipline as contrasted to initiatives designed to enhance discipline generally, with the hope that such general interventions would also have a positive impact on reducing disparities. In fact, our survey of various role groups in the district indicated that for many, reducing disparities in discipline was perceived as not strongly related to district goals.

2. Policy

Policy is another critical component of an effective discipline management system since it translates organizational philosophy regarding student behavior, and staff responsibility for its development and control, into an operational framework. Some of our impressions about existing policy structures and provisions are highlighted here.

Organizational policy and official guidance governing school discipline can be found in a variety of sources including the board of education policy manual, accompanying administrative procedures, the collective bargaining agreement with the Cincinnati Federation of Teachers, periodic directives from district and area administrators, and occasional public or professional statements made by ranking district officials, as well as the Student Handbook. While the Handbook comes closest to an operational guide to discipline management in the district, neither it nor any other single source, readily accessible to building staff and the community, provides a comprehensive and well integrated guide to discipline policies, procedures, programs, complaint and parent notification forms, discipline recordkeeping guidelines, and all reporting requirements associated with school discipline.

The handbook, which has a highly professional appearance, is entitled "*Student Participation: A Handbook for Success.*" The handbook achieves a number of important purposes and includes most of the elements expected to be found in a student code, with the significant exception of its limited treatment of student rights and due process procedures. The manner in which the code is organized, however, particularly the number of sections and their labeling and sequencing, may not provide a clear picture of the district's overall approach to discipline or facilitate the systematic implementation of the approach. For instance, definitions and discussions of suspensions and expulsions are separated from the code's section entitled disciplinary actions, while due process procedures are introduced before and separated from the disciplinary actions to which they apply. The code's due process provision also fails to make clear the timing of the hearing, something that is apparent only by inference in another section outlining circumstances governing emergency removals pending a hearing.

The code does set out behavioral expectations for students, including a set of positively stated expectations, and a more extensive and technically-written set of rules or infractions that may result in suspension or expulsion. An analysis of the readability of this section, however, suggests that it may not be readily understandable to the average student to whom it applies. Simpler and less numerous classroom and building rules may compensate for the manner in which prohibited behaviors are described in the district code. However, since the latter is the basis for school removal actions, and sizable numbers of elementary age students are suspended annually under these provisions, it is important that all students are provided a code which they can comprehend, at least with respect to behavioral expectations that may result in exclusion from school.

The code provides less guidance to staff members in terms of their responsibilities and operational expectations when confronting student misconduct. It includes a set of expectations, many of which are important, but which tend to be too general to provide practical guidance to staff or permit others to ascertain the extent of their accomplishment. None of these general expectations for various role group members directly addresses expectations of fairness or nondiscrimination related to racially diverse populations, although there is a general nondiscrimination provision contained in the code.

The code identifies a number of potential consequences of student misbehavior, including, in addition to suspension and expulsion, a brief list of lesser measures. These alternatives to school removal, however, are enumerated without elaboration comparable to what is provided for suspension and expulsion. While this may in part be a reflection of the extent to which the latter sanctions are controlled by state law in terms of who may invoke them for what periods and subject to what restrictions and procedures, the cursory attention to alternatives to school removal sanctions is likely to affect the regularity and consistency with which such strategies are employed both within buildings and across the district. The code also fails to identify certain other school responses to misconduct including ones that are expressly provided for or prohibited by board policy or administrative regulation such as restitution for intentionally damaged property, treatment programs in lieu of continuing suspensions for students removed for substance abuse-related offenses, or the prohibition against the use of corporal punishment.

Finally we note that the code contains an explicit nondiscrimination statement with respect to school discipline. The statement provides for "the enforcement of the code without regard to student race, gender or national origin" and also provides that "students will be treated equitably for infractions of classroom or school rules or code of conduct violations." Equitable treatment, however, is not further defined in this provision of the code or elsewhere in the document.

The policy expressly invites complaints regarding perceived discrimination to be communicated to the building principal or district affirmative action officer. The statement, however, provides little explicit guidance in terms of: the nature of what might constitute discrimination or arbitrary discipline; whether complaints may, must or should be in writing or made verbally; what essential information they should include; the name, address or telephone number of the affirmative action officer to whom they are to be communicated; the time within which the complaint should or must be made, or the period in which it will or must be responded to or resolved by school officials. Nor is there any expressed assurance of non-retaliation for those students or families filing such complaints. Given the provisions of the Settlement Agreement, such an elaborated form of nondiscrimination statement may be worth incorporation in the future as an organizational safeguard.

Our request for the number, nature and disposition of complaints filed under this provision yielded an explanation that no such formal complaints had been filed with the central district official and no records existed centrally with respect to complaints that might have been filed with building administrators, but resolved at that organizational level. We also inquired about suspension and expulsion appeals and requested copies of any analyses of them that had been done by the district. In the absence of any such analysis, we reviewed all expulsion appeals filed over the last half dozen years, which numbered fewer than 15. Approximately one in three or four of the appeals included an explicit or implicit challenge alleging racial or cultural misunderstandings between students and staff associated with the misbehavior or the administration of discipline. Most of these challenges, however, were not framed as allegations of discrimination per se.

Administrators explained the low level of complaints and formal disciplinary appeals as being due to the extent to which informal means were commonly utilized to resolve differences without the need to invoke formal means and the attendant generation of a record. Several administrators in fact indicated that several paths emerged within the system as alternatives to the formal channels for complaints and appeals, in part as a function of who was most likely to be sympathetic to either parental complaints or complaints originating with certain groups of parents.

One conclusion that could be drawn from these data and reports is that the administration of discipline was relatively routine and systematic, resulting in few parents who were dissatisfied with the fairness of the district's policies or the manner in which they were administered. This explanation deserves substantial consideration given the unusually low formal appeal or complaint rate.

While this pattern may reflect regularized administration of discipline and extensive informal problem solving, it may also reflect the lack of knowledge of disciplinary policies and procedures or complaint resolution mechanisms, in part perhaps attributable to, as we observed before, the absence of more extensive notice regarding appeals and complaints. It may also signal a system where responsiveness to concerns and the use of informal problem solving techniques mask recurrent or systemic problems, allowing them to go undetected or unreported, or both, and thus uncorrected. It also raises at least the possibility, suggested by some we interviewed, that different people, based on their knowledge of the system and access to individuals within it, were able to secure access or results different from others less familiar with the informal workings of the organization.

Another possibly negative effect is that an ad hoc system has grown in response to a real or perceived need for complaint resolution, but outside the bounds and procedures of the regular disciplinary adjudication process. This ad hoc system sometimes may serve to rectify errors or bias in the normal process, but at other times it may serve to undermine the consistency or integrity of the system by excusing misconduct that does not deserve to go unsanctioned or treating such misconduct less harshly than provided for in the regularly prescribed organizational norms and channels. The extent to which either of these possibilities actually takes place is impossible to gauge from the information available, but deserves consideration in examining possible structural adjustments in dispute resolution and appeals processing.

3. Programs and Behavior Management Strategies

With regard to general discipline improvement programs, the Discipline Pilot Project, launched in 1989 at one school and expanded to 23 schools in 1990-91, stands out as the most substantial, district-level program implemented since the date of the Settlement Agreement. While the Project seems to enjoy mixed reviews, certain components of it seem widely appreciated and endorsed.

In addition to the Pilot Project, the district supported modest initiatives at the building level in recent years, providing relatively limited discretionary resources in a time of constricting finances. Many of the building plans and activities supported by district minigrants emphasized activities orienting students to school rules, rewarding positive behaviors, and introducing conflict resolution strategies. In-school suspension classes or programs were added at selected school sites on a limited scale and budget in the late 1980s and the 1990-91 school year. A substantial expansion of the number of such programs took place during the 1991-92 school year, many being initiated during the course of the year in the wake of the dramatic rise in suspensions triggered by the expansion of mandatory removal actions pursuant to the understanding arrived at through the negotiation process with the CFT.

Notwithstanding some of these relatively recent measures, the district continues to rely heavily on crisis intervention and punishment-oriented responses to inappropriate student behavior. Both are, of course, necessary elements of a school district plan and approach for maintaining a safe and orderly learning environment; however, they can pose their own problems if they represent the exclusive or predominant mode of response. This is particularly the case if a school district seeks to improve student behavior, rather than simply exclude students who fail to exhibit appropriate conduct. There is some limited evidence of programs of a preventive nature that may be emerging in the district such as a highly-thought-of conflict resolution program operated by the Center for Peace Education, but none that been have adopted on a system-wide, or near system-wide basis, even though virtually all respondents to our surveys expressed strong support for the development of such strategies.

We were provided little evidence to suggest that the district has attempted to design strategically-focused remediation plans or preventive educational programs based on the information available to school officials regarding the nature and prevalence of student offenses, the grade level at which they occur, and the age, gender and race of the students engaging in various types of misconduct. The most notable exception to this pattern is with respect to substance abuse, where the district has adopted both preventive educational programs and remedial counseling, as well as a policy that provides an incentive for individuals to participate in treatment programs in lieu of suspension or expulsion. This strategy has achieved very substantial success judging from the marked decline in students suspended or expelled for drug-related offenses since the policy's adoption. These results suggest the potential utility of similar initiatives targeting other types of misbehaviors, including some that are the source of pronounced racial disparities in suspensions.

Senior district officials interviewed, with near unanimity, acknowledged that the district has launched no programs of a preventive or remedial nature designed expressly to address behavioral problems that are particularly prevalent among Black youth. This was true even though school officials could readily identify certain types of behaviors they considered particularly problematic for Black students and the school staff that are confronted with these behaviors.

4. Personnel

Staff, particularly those that work directly with students, have a central role in implementing discipline policies and programs. Here we review staffing, potential concerns and staff development-related issues, first with respect to teachers and then administrative staff.

The teaching staff is comprised largely of veteran teachers with substantial educational credentials as well as experience, although some new teachers have been hired in recent years. The staff is predominantly White, particularly at the secondary school level where Blacks represent fewer than 30 percent of the teachers. In constructing our building profiles, we found that Black staff are generally assigned in a representative manner across buildings in the district.

Teachers, through various means, including association and district surveys and the collective negotiations process, have indicated their concern regarding the inappropriateness of student behavior in the schools. Their concerns focus on both the threat such behaviors pose to their safety and that of the other students and to the maintenance of an orderly learning environment. Judging from the disciplinary offense data we have reviewed, their concerns regarding the rising incidence of physically assaultive behavior in the schools deserves special and continuing organizational attention.

Their concerns more generally, however, reflect both breakdowns in student behavior and in the capacity of the schools and school staff to effectively shape appropriate behavior and manage inappropriate behaviors. Because few teacher preparation institutions provide any training in student classroom management, it should not be surprising that teachers are less familiar and confident with such techniques than they might be with instructional techniques. Add actual or perceived differences associated with race to an already difficult situation and staff uncertainty in responding to student behaviors may escalate. With this uncertainty, some staff may react aggressively sometimes, perhaps overly so. Other staff fearing racial conflict or racist accusations may become indecisive and fail to intervene promptly or at all. Both types of responses, of course, are unacceptable and undermine the actual consistency and certainty of discipline, as well as contribute to perceptions of lack of fairness. From our interviews, incident analyses and surveys, as well as surveys conducted by subcommittees of the Discipline and Truancy Improvement Task Force, there is reason to believe that teachers in Cincinnati are not different from teachers in other urban settings in terms of the stresses they face in maintaining firm, but fair discipline.

Our experience also indicates that it is commonly the case that a relatively small proportion of teachers in a given building experience extreme difficulty in effectively preventing or managing classroom misconduct. Referral data, describing the number of students referred out of the classroom for administrative attention by individual teachers, often confirm this pattern. Although the referral data reviewed with respect to Cincinnati was limited to two schools, it also reflected this pattern, as did the reports of school administrators when queried about the volume and distribution of referrals among individual staff. Thus, strategically focused interventions that provide meaningful training and skill development to a limited number of teachers may have a particularly positive impact. We note, and congratulate the district on initiating such a strategy with the adoption of the Super Sub Program earlier this spring. The absence of any appreciable numbers of days dedicated to staff training in the district school calendar, however, represents a major impediment to broader training initiatives that most respondents indicated should be accorded a high priority by the district.

Administrators also have critical roles in structuring and implementing discipline management systems. The ranks of administrators are undergoing very substantial changes in terms of size, organization, and assigned responsibilities. The cadre of building as well as central administrators is in substantial flux with an unprecedented number of vacancies in the process of being filled for the 1992-93 school year. This period of dramatic change comes on top of a succession of superintendents that began the school year immediately following the signing of the Settlement Agreement, and which contributed to a lack of consistency and continuity in organizational leadership generally, and perhaps especially with respect to school discipline.

Both these factors would pose a challenge for any school district or organization, but are particularly challenging at this time because of the scope and innovative nature of the impending district reorganization, and the present fluidity associated with new organizational structures, philosophies and personnel assignments. Further compounding this transition, at least with respect to the issue of disparate discipline, is the lack of an integrated and fully operational discipline management system and some basic tools for managing school discipline operations.

Some administrators have, apparently largely through their own skills and resourcefulness, developed and implemented highly effective discipline management approaches and strategies at their school sites. Gauging from the various types of information we have assembled from a variety of sources, this positive characterization applies to only a minority of schools at each organizational level. The successful administrators, however, represent an invaluable resource to be tapped in fashioning new and adapting old management system components to the organization's new administrative structure and management culture.

5. Information Systems

All organizations require feedback regarding their performance. Successful organizations develop methods of collecting, organizing and utilizing such information to facilitate continuous adaptation to changing organizational demands and changes in the broader environment in which they operate. In the area of school discipline, as in other spheres of organizational operations, information is important. It is essential to the ability of the district and individual schools to identify emergent as well as already prevalent forms of misbehaviors so that appropriate polices may be crafted and remedial and preventive programs and strategies fashioned in a proactive manner. Information regarding the relative effectiveness of different types of school disciplinary actions and remedial and prevention programs is also essential to the organization's ability to adapt and develop the most appropriate and cost effective approaches.

Discipline data, primarily that pertaining to suspension and expulsion actions, have been collected by CPS since well before the Settlement Agreement, to satisfy both internal and external reporting requirements. This type of data, however, has only relatively recently been entered into a computerized information system at the district level This represents a critical step in enhancing the district's capacity to monitor discipline problems and develop adaptive strategies in a strategic and timely manner. This system now permits the generation of reports of a potentially far more useful and user-friendly nature than earlier reports which were designed primarily to serve monitoring functions as contrasted to planning needs. As the district moves to expand the array of alternatives to suspension and expulsion, however, it will become increasingly important to expand its information system to allow the tracking of such additional actions so that the efficacy of these alternatives can be evaluated and the characteristics of the students they serve monitored.

While the district has expanded its capacity to manipulate and analyze suspension and expulsion data, the buildings have not benefitted to the same degree from advances in available technology. This technology could dramatically increase both the efficiency with which information is recorded, aggregated and reported, as well as its utility in identifying problems and devising strategic responses. While the discipline function and related recordkeeping and notification processes are time-intensive, they are unnecessarily so to the extent that integrated database, word processing and related systems are not utilized for the maintenance and production of various forms and notification letters, and the maintenance and manipulation of referrals and disciplinary actions information.

The automation of the latter would allow administrators, for instance, to call up the discipline histories of students and thus more accurately assess prior patterns of misconduct in determining the appropriate disciplinary response in a given situation, including the fashioning and monitoring of behavioral contracts. Administrators could also use the system to carry out aggregated analyses of student offense patterns and dispositions, as well as patterns of referrals by departments and individual staff members.

Although a number of buildings have experimented with the development of referral databases, administrators we interviewed in conjunction with site visitations expressed frustration regarding the lack of modern hardware, appropriate software, or the availability of support staff or alternative

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means for entering the now large volume of referral data into such a system.

6. Resources

The district has in recent years felt the strain of reduced levels of state funding, a strain that has increased with the exhaustion or near exhaustion of special financial resources provided by the state in conjunction with the district's desegregation program. While we are unaware of how much of the state desegregation funds were devoted to programs or initiatives to reduce disparities, current conditions have made resources scarce for a variety of district purposes, including programming designed to address discipline and disparities. Partially as a consequence of this financial situation, it appears that only modest resources have been devoted to programming aimed at improving school discipline in recent years, such as through the adoption of the Discipline Pilot Project, minigrants to schools for local discipline programs, the establishment of in-school suspension programs at a limited number of sites prior to the current year, and the upgrading of the district's discipline information system.

With the rise in suspensions during the 1991-92 school year, additional resources have been marshalled for the institution of a substantial number of new in-school suspension programs and the implementation of the Super Substitute Program to facilitate the training of selected district staff with respect to classroom management as well as instructional strategies and cultural differences. Reducing the district's reliance on school removal actions, while improving the overall fairness and effectiveness of school discipline, will require the dedication of an appreciable level of additional resources over several years.

Because resources are limited, it seems prudent that the district use them strategically to achieve some substantial short term improvements, while also investing in longer-term system development activities that will enhance the organization's capacity to manage discipline fairly and effectively in the future as other conditions and demands present themselves and require organizational adaptation. Failing to make these short and longer-term investments in developing a comprehensive discipline management system must also be recognized as having costs of its own.

The costs associated with failing to mount an adequate program to improve student behavior and school discipline, and reduce suspensions and their disparate impact on certain groups of students, take a number of forms. They can be measured in terms of the loss of public confidence in the schools, the decline in staff morale and productivity, the diversion of administrative attention from building leadership responsibilities, the decrease in time on task for all students and staff, and the lost value of the educational services that go undelivered when students are excluded from the learning process. In addition, failure to mount programs designed to remediate certain forms of chronic misbehaviors simply means that the these costs will be incurred over and over again as students suspended return to school and repeat the behaviors that led to their original removal. Repeat rates for suspended students in Cincinnati amply demonstrate this unfortunate reality. These costs are, of course, in addition to the loss of human potential and the added, long-term costs to the community of providing other public services to youth who do not successfully complete school or acquire a minimally adequate level of education for the world of work.

V. RECOMMENDATIONS FOR REDUCING DISPARITIES

A. Introduction

This section represents a set of recommendations prepared pursuant to the Study of Racial Disparities in Student Discipline in the Cincinnati Public Schools. Although the primary purposes of the study were to identify probable causes of disparities and recommend actions which can be taken to reduce or eliminate the disparities, the study itself, and consequently the recommendations, go beyond the specific issues related to racial disparities to address the needs of students, as well as the needs of staff, parents and the community for a more planned, comprehensive, supportive and effective system of student discipline management.

As in the preceding section, we have organized our recommendations around what we believe are important elements of a systematic approach to fair and effective discipline. Under each element we enumerate major recommendations, provide a brief rationale for those we think warrant some special explanation, and then set out a list of lettered subsidiary recommendations or principles that may be usefully considered as the district proceeds to fashion its approach and strategies for reducing disparities in discipline.

B. Leadership Recommendations

1. Develop A Coherent Definition, Philosophy and Outcomes for Discipline

Develop a definition of fair and effective discipline along with a set of organizational outcome measures and a considered philosophy that is child-centered, developmentally appropriate and educationally sound. Include outcomes related to racial disparities, such as the development of programs and strategies that are equally effective in developing school appropriate behavior among racially and ethnically diverse populations of students.

2. Establish An Office for Student Discipline

Establish an office with responsibility for the planning, coordination, and management of discipline operations within the district. The purpose of this recommendation is to clearly place responsibility for planning and coordination of district functions related to discipline in a single administrative unit so that the needed articulation between components of the district's discipline system can occur.

While we recognize that the district is in the process of downsizing its administrative staff, eliminating central and area office units, and shifting power for decision making towards the local school level, to follow this approach as it relates to student discipline operations may be premature and likely to exacerbate existing problems in the area of student discipline.

Given the high level of concern about student behavior and discipline expressed by members of the school community with whom we communicated through interviews, surveys and informal conversations, it was surprising to find that administrative personnel at all levels could not identify a person or office responsible for coordinating various aspects of discipline management. The essential functions for discipline management at the district level have been split between various central and area administrators and, consequently, have lacked the articulation and coordination necessary to establish consistent goals and the strategies necessary to meet them so that the district could move in a coordinated fashion towards the accomplishment of its goals.

We recommend that the district establish an office of student discipline, similar to that proposed in the latest administrative organization plan in the Student Development office under the Quality Education Section. However, that office should have broad responsibility for student discipline including coordination of policy development and dissemination, data management, program development, discipline-related training and technical support to schools, among others. The district should also consider the relationship between the Student Discipline Office and the personnel assigned to the office of the district general counsel and who will be conducting disciplinary hearings and appeals under the now organizational plan.

3. Initiate Planning for the Ultimate Structuring of Discipline

Develop a process for delineating more fully the most desirable distribution of responsibility and authority for discipline functions once district goals and philosophy are established and management systems are devised and operating satisfactorily.

The district has a history of shared central and building level responsibility for managing school discipline. This arrangement has had and continues to have both strengths and weaknesses. Its principal strength is the opportunity for staff and communities served by a given school to have an appreciable say in how district goals and objectives can best be met in light of diverse local conditions. This potential for adaptive programs and differentiated strategies, tailored to local needs and conditions by those the most familiar with them, is advantageous and likely to enhance the level and quality of program implementation and effectiveness under many conditions.

However, given the current lack of a coherent philosophy and the status of discipline in the district, it may be prudent to both envision the optimal distribution of responsibility and authority across the levels of the organization, and to recognize that in the short term, a somewhat different arrangement of authority and responsibility is likely to be necessary. As the organizational capacity is developed at the district and building levels, we would envision and recommend the expansion of discretion at the school site to be exercised by the school community in pursuit of clearly stated district outcomes with respect to student discipline. Buildings would be empowered to determine how outcomes will be achieved, so long as basic philosophical tenants and legal requirement were satisfied. In the interim, however, greater district level oversight and support will likely be necessary, with a gradual transition to the more autonomous, building-based approach. The timing of this transition should be based on a case by case assessment of the capacity of each minidistrict or building to ensure fair and effective discipline.

4. Specific Subsidiary Recommendations

a. Design an organizational arrangement for effectively implementing a comprehensive discipline management model and strategy in a highly integrated and coordinated manner.

b. Ensure that functions and responsibilities for various aspects of discipline operations are clearly delineated and shared appropriately across the several levels of the organization in a manner consistent with requirements for system-wide uniformity, and building level flexibility.

c. Establish a central office responsible for discipline coordination and support headed by a senior level administrator reporting to the superintendent. Charge this office with functions related to development, coordination and implementation of policy, discipline programs development, training, monitoring, expulsion hearings and suspension appeals, provision of technical support to local schools, general oversight, and ultimate responsibility for the implementation of the comprehensive discipline management function of the district for a pre-established period. This will help to ensure that the transition to site-based decision making will be accomplished in a fashion that will not exacerbate currently high levels of school removals and disparities in discipline outcomes by race or between schools.

d. Make the principal ultimately responsible for discipline outcomes and for involving the staff, parents, students and community in decision making pertaining to building policy development, program development and implementation, and problem solving.

e. Continue to require local school discipline committees to guide local assessments, and policy and program development. Strengthen the parental and student representation on such committees by providing seats at least equal to those for paid employees and regular training and support for their participation.

f. Explore with area agencies approaches for providing advocates for students involved in suspension appeal and expulsion hearings as an additional deterrent to potentially abusive school practices or actions. Also, consider the use of such resources to train parent and community advocates to increase their involvement with students and the school in constructive problem solving around discipline matters.

C. Policy Recommendations

1. Develop An Administrative Policy and Procedures Manual for Discipline Management

Develop a comprehensive discipline policies and procedures manual which collects all policies, procedures, administrative regulations and guidelines, record keeping documents, program guidelines and the like into a single source for use by administrative personnel and others needing such information.

The manual should be designed in such a manner as to facilitate updating and usage. Such a document also can be used as a primary source for training of district personnel, especially administrators and new personnel. The document should be available in every school administrative office in addition to being placed in all school libraries for use by students, parents and staff.

2. Review and Revise District Policies and Administrative Regulations

Give special consideration to the following as part of a policy revision process that involves representatives of the community and various youth service and advocacy agencies.

a. Clarifying the structure of the code and simplifying its language, including the possibility of devising an elementary version of the handbook.

b. Adding a section devoted to student rights and expanding the explanation of due process.

c. Revising certain offense definitions, such as those pertaining to "disorderly" and "unruly" conduct.

d. Incorporating the concept of progressive discipline into district policy for non-serious forms of misconduct so that alternatives to suspension must be first attempted and documented.

e. Decreasing the number of offenses calling for mandatory suspension or expulsion and providing for an exception process in situations where suspension or expulsion would be arbitrary or unjust.

f. Authorizing participation in conflict resolution, anti-violence training programs and similar educational programs, preferably after school or on Saturday, as an alternative to suspension or expulsion.

g. Providing homework and makeup privileges to suspended or expelled students.

h. Exploring legislation or city ordinance providing for the subpoenaing of parents to appear for a conference with school officials regarding disciplinary problems involving their child.

i. Clarifying the policy and mechanism for lodging complaints regarding biased treatment, policies, or personnel and requiring the use of prescribed channels to redress disputes regarding discipline.

j. Requiring the annual analysis of complaints and disciplinary appeals to determine common sources of problems in the interpretation and application of discipline.

k. Establishing a framework for monitoring and evaluating the unbiased application of discipline.

D. Program Recommendations

1. Design and Implement Alternatives to Suspension Programs

The district should develop a comprehensive program model for use by local schools in designing and implementing in-school alternatives, such as in-school suspension rooms, which remove students from their normal classroom assignments for periods longer than a class session. The program model should provide sufficient structure to ensure program effectiveness, but provide ample latitude for local schools to adapt the model to their needs.

2. Establish an Alternative School Program

A special alternative setting should be established for students manifesting persistent and repetitive misbehavior not ameliorated by school-level intervention or extremely serious misbehavior posing serious risks to the safety and well-being of other students or staff. Referral to such a school should be restricted to the most extreme cases, be subject to stringent

placement procedures, and periodically reviewed and re-evaluated as to appropriateness and necessity of placement therein.

We offer these recommendations for in-school suspension and separate alternative sites for suspended or expelled students with some reluctance due to the susceptibility of such programs to abuse, as well as their tendency to divert attention and resources away from more long-term, systemic changes that are needed in many of the district's schools. Experiences of other districts and in previous time periods indicate that these programs have the potential for abuse unless structured and operated with a high degree of sensitivity to potential abuses and safeguards to protect against them. Nevertheless, it is clear that something is needed immediately to stem the flow of students being excluded from the school environment altogether and exposed to loss of instruction, support, and an opportunity to learn appropriate behavior. In the long term, suspensions are expensive to the student, the family, the school district, and the community. Our data indicate that the overall level of school removals for the CPS is high when compared to other school districts. We feel that something must be done immediately to stem the loss of valuable instructional time and the other deleterious effects of such a high rate of removal.

All the sources of information we collected and analyzed-- suspension data, survey data and comments, the administrative interviews, the review of district program documents, and the school site visits--consistently revealed the need for the district to further develop its programmatic alternatives to suspensions and expulsions. Frequently mentioned were in-school alternatives to suspension including in-school suspension rooms, time-out rooms, Saturday school/detention, and separate alternative facilities for students experiencing serious or repetitive behavioral problems. The single most frequent program option identified was in-school suspension rooms.

Although many district schools already operate such programs, not all schools have been allocated funding for them or have been able to divert funds from other areas to cover the cost of staffing such a program. Admittedly, not all schools need such a program.

While we recommend some systematic way to assess the need for and to fund in-school alternative programs, we are concerned about the way in which such programs have been implemented in some schools. There seems to be a substantial reliance on the use of Instructional Aides to staff these programs, which increases the likelihood that they will be simply "holding rooms" with little going on to address the behaviors for which students were assigned there or to assist students in accomplishment of instructional assignments. It may be the case that adequately trained IA's, operating a well-structured program with adequate programming resources and routines, is a satisfactory accommodation of the need to have such programs on the one hand, and the additional costs associated with staffing such programs with certified teachers on the other.

With regard to the recommendation for a separate alternative setting, the district should consider whether the establishment of separate alternative programs might best be accomplished through the district or sub-contracted to community agencies or organizations which might operate such a program on a more cost-effective and program-effective basis. Such a program might be funded through a system of dollars following children to alternatives so that the district and schools have additional incentives to maintain students in their regular school assignments.

3. Provide Support and Training for Parents

The district should substantially increase its programming directed at parent involvement, skill development and support of their children's education.

Consider the hiring of persons to perform the function of home-school liaison to facilitate the process of communication and problem-solving.

One of the most recurring themes in the responses of those completing the surveys was the importance of parent involvement in and support for schools and their children's education. However, even more frequent than identification of parent involvement as a characteristic of schools with good discipline were the concerns expressed about the absence of such participation and the lack of parenting skills.

While the district has recognized and attempted to address the parent skill issue, it is evident that more needs to be done. The Parenting Centers probably represent a good start, but need to be expanded in number and range of services offered. Assistance in parenting skills, support of children's education, resource referral for the family and other services need to be readily available through the parenting centers. As the district moves to site-based management and parent participation in decision making, it will need to develop the capacity of parents to meaningfully participate in decision-making through providing training and skills in school operations. These two areas of concern both suggest the need for a comprehensive plan and model for increasing the skills and capacity of parents both in their roles as parents and as partners in decision making at the school level.

As was the case with Separate Alternative Sites for suspended and expelled students, we recommend that the district consider whether it is more appropriate and/or effective to collaborate with a community agency or organization outside the district to perform these functions related to parent education and support.

With regard to the home-school liaison function, a substantial number of staff members indicated that the problems of communication with parents, especially when students attended school some distance from their residences, exacerbated the problems of parental participation and communication. Several mentioned the need to restore the old position of home-school coordinator. While we are not familiar with that position or the reasons for its elimination, we do concur that there is a need for resource people to be available to function in such a role. In addition to the schools staffing such positions, it may be possible to have a limited number of staff who could train and coordinate other parents and volunteers to perform many of the functions associated with this role.

4. Specific Subsidiary Recommendations

a. Develop a diverse, multifaceted approach to reducing disparities, including strategies aimed at policy, organizational structure, treatment, and behavioral factors that may contribute to disparities.

b. Direct programs and approaches at helping students cope with those factors that are contributing to inappropriate behaviors.

c. Mount additional programs that are primarily preventive in nature, and others that are remedial in orientation to supplement the more common, crisis intervention strategies that are primarily punitive in nature.

d. Focus preventive and remedial programs on specific types of problem behaviors that are particularly prevalent at a given school or grade level, with preventive programs targeted at children several years younger than the age at which the problem behavior is typically manifested.

e. Design programs that are culturally sensitive and employ diverse strategies so as to be equally effective in preventing undesirable or fostering desired forms of student behavior among students of different races or cultures.

f. Identify the most prevalent and most serious forms of misbehavior occurring in each school and mount strategically-focused programs targeted to lessen such misbehavior.

g. Identify misbehaviors that are particularly prevalent district-wide and provide special programmatic support designed to help remediate or prevent such misbehavior.

h. Establish a policy governing alternatives to suspension, including in-school suspension programs, and implement general standards and criteria to be used in developing and implementing such programs. As a matter of policy, all such in-school suspension programs should provide both systematic instructional and behavioral development activities under the direction of appropriately certified professional personnel. The assignment of students to such programs should be systematically recorded and reported to the district office responsible for data collection and reporting.

j. Design and implement programs to address the disproportionate involvement of students of certain racial, cultural and socioeconomic groups in disciplinary actions.

k. Make all staff responsible for student discipline management. Develop referral guidelines that place primary responsibility on classroom teachers for addressing classroom misbehavior of a non-serious nature and on administrators for dealing with non-classroom misconduct and serious classroom misconduct.

l. Expand the number of schools in which peer mediation teams are functioning and the number of students trained and serving in such capacities, with particular care to ensure the representativeness of the student mediators and their training in race awareness and implications of race in conflict management. Expand the use of the resources available through the Cincinnati Center for Peace Education which is already working with a number of district schools.

m. Expand the use of curricula designed specifically to develop socially responsible behavior among students.

E. PERSONNEL RECOMMENDATIONS

1. Institute A Comprehensive Staff Training Program

Develop and implement a comprehensive staff development program related to cultural differences, behavior management, and conflict resolution.

One of the most consistent themes we heard throughout the study was the need to increase the level of staff skills related to behavior management and student discipline. Respondents perceived substantial training needs among administrative personnel, teaching and other certificated personnel, instructional aides and parents. The subject area needs most frequently mentioned included cultural differences and sensitivity, classroom and behavior management, creative or alternative methods of discipline, and conflict resolution/mediation skills.

While many of the respondents acknowledged the efforts of the district to provide a variety of professional development offerings directly or through local colleges and universities, they frequently lamented about the ineffectiveness of this volunteer approach in that those most in need of assistance, especially among the teacher population, frequently did not avail themselves of the opportunities. Principals reported attempting to use the two, one-hour periods a month under the collective bargaining agreement to meet some of the training needs of staff as well as offering longer periods of training on a voluntary basis. However, they also recognized the limitations of such approaches in providing a knowledge and skill base to substantially impact the perceived training needs of their staffs.

If the district is to substantially impact the behavior of students and reduce the level of disruptive behavior that some schools experience, then it must make a commitment to providing necessary training opportunities and methods by which substantial portions of the staff can participate in them.

2. Specific Subsidiary Training Recommendations

a. Analyze and assess the knowledge, skills and attitudes necessary to carry out, in an effective and unbiased manner, discipline responsibilities associated with classroom teaching, building administration and other key positions.

b. Develop a comprehensive professional development strategy that will expose staff to the knowledge and provide an opportunity to practice the skills necessary for effective and unbiased discipline management. In addition to traditional training programs, on-going and sustained activities, including the use of peer observation and mentoring, should be evident in the strategy. Training should focus on practical management techniques and be conducted by persons who have demonstrated special effectiveness in discipline management strategies and tactics in school settings with diverse student populations. The populations for which the training is intended should be directly involved in the design, implementation and evaluation of the programs.

c. Provide all building administrators with an intensive program designed to acquaint them with any new, comprehensive model and integrated approach for improving school discipline which the district adopts. Expose them to new district goals, policies, procedures, and programs associated with the model and techniques for adapting and implementing it at the school level.

d. Place a priority on training and providing sustained professional development and support to all new teachers and veteran teachers who have been identified as experiencing particular difficulty in managing classroom conduct. However, some mandatory training should occur with all staff to provide them with a common core of knowledge, skills and techniques for managing student behavior.

e. Expand the number of schools and the number of staff trained in conflict resolution and mediation skills utilizing the already available resources provided by the Center for Peace Education.

f. Provide education and training programs designed to acquaint students with school rules, student rights, and complaint and appeals procedures, as well as conflict resolution strategies.

g. Adopt and implement specialized curricula addressing particularly serious or pervasive forms of misconduct, such as anti-violence curriculum for students participating in in-school suspension programs or alternative schools for students with repetitive or serious behavioral problems.

h. Design and conduct, with the involvement of groups of parents and community representatives, parental training programs designed to acquaint parents with school organization, student rules and sanctions, parent and pupil rights, and community resources and advocacy organizations.

3. Increase the Number and Availability of Resource Personnel to Schools for Direct Service, Program Development and Staff Training

Develop and implement a plan to increase the number and/or availability of counselors, social workers or other resource personnel available to work with students, parents and other staff on problems of student behavior and discipline.

In the surveys, interviews and school site visits, the respondents repeatedly identified the lack of helping professionals and resource personnel, especially counselors, as one of the problems faced by the district in attempting to improve student behavior. Special concerns were voiced about the lack of counseling services at the elementary level. While we are mindful of the district's financial situation and recognize that the prospects for additional personnel of this type are limited, nevertheless, we believe the availability of such personnel to be an indispensable element of the district's efforts to improve behavior and discipline. It may be that the addition of a limited number of district personnel or the alternative usage of some existing personnel (i.e. visiting teachers) when coupled with the coordination of community agency resources within the schools could represent a package to meet this need.

With whatever resource people that can be arrayed, the district should provide direct services to students and parents in the schools, and assistance to school staff to identify and implement effective methods of individual and group work with students experiencing behavioral and other adjustment problems.

Although there were frequent recommendations from respondents calling for additional counselors in the district, we stop short of defining the personnel needs strictly in terms of additional counselors. It may be that other helping professions or non-school occupational groups might be able to meet the needs identified by respondents.

4. Promote Staff Accountability

Establish rewards and sanctions for staff regarding their skills and effectiveness in behavior management through collective bargaining processes and other personnel policies and procedures.

There appears to be no well-articulated, balanced system of rewards and sanctions to encourage staff to improve their skills and performance around classroom and behavior management. If the district's goal is to substantially improve the behavior of students and the learning climate in the schools, there can only be moderate success without focusing on the need to improve the skills and performance of administrators, teachers and others with direct involvement and responsibility. A system of incentives to improve skills and performance and sanctions for sub-standard performance are every bit as important for staff as for students.

F. Information System and Utilization

1. Automate the Discipline Recordkeeping and Reporting System

Develop and implement an automated system for discipline record keeping which originates with automated record keeping for referrals at the school level and continues through the imposition of administrative actions up to and including expulsion hearings and appeals at the central level.

Purchase or allocate the necessary hardware and software for administrative use in the area of discipline and other areas of administrative responsibility at the local school level.

The information system underlying student discipline administration in the district is inadequate to meet the needs of schools and the district either in terms of individual case determination needs or overall management information needs at the school or district level. Moreover, almost the entire system at the school level is manual as are portions of the process at the district level.

It is noteworthy that in each of the six schools visited during the site visitation process in May, the school had attempted in the past year to develop a computerized referral tracking system. Most of the time, the systems were set up by assistant principals who recognized the usefulness of such information in a computerized form. However, these systems had fallen by the wayside in most of the schools due to the amount of developmental and data entry time required of the administrator managing the system. Many of these problems could be lessened substantially if the district provided adequate hardware, software, and technical and clerical support for the local schools.

2. Specific and Subsidiary Recommendations

a. Establish and maintain a referral record keeping system to monitor classroom and other disciplinary referrals to the office in order to provide feedback to staff regarding the number, causes, sources and dispositions of such referrals.

b. Develop or purchase software for creating and maintaining automated building-based referral and disciplinary action databases to permit the timely and effective monitoring and use of discipline data by building staff and community for the purpose of improving the management of discipline.

c. Provide necessary hardware or networking capacity to permit site-based access to discipline databases and software packages that will routinely generate student-specific discipline histories, staff referral profiles, and building level analyses of patterns and sources of problems and racial impacts.

d. Devise standard and district-wide measures for assessing disciplinary actions rates and disparities and utilize them consistently in all reports.

e. Generate analyses of student offenses by school and grade level, and race and gender within level, on a monthly, quarterly, and annual basis and share the same with school staff and local discipline committees.

f. Prepare district aggregated analysis of offense data for planning and evaluating district level initiatives to combat certain forms of prevalent misconduct.

g. Develop a suggested protocol for building discipline committees and their review and use of referral and disciplinary actions data in forming local school discipline policies and plans.

h. Develop a framework for identifying schools with high levels of suspensions and disparities that significantly exceed the school type norm; a means for assessing the causes for such patterns; and a process for initiating remedial action where findings warrant the same. Develop a similar framework for staff referrals.

i. Provide a set of standard, quarterly discipline reports which reflect the discipline experiences of schools over the period and highlighting areas of performance outside the normative range for schools of a similar type.

j. Use the automated system to generate various communication documents to parents so that valuable clerical time is not spent in repetitive typing tasks

APPENDIX A

REPORT FORMAT AND SUB-STUDY LIST

Because of the large amount of information we gathered and the analyses we have conducted, we felt it necessary to organize the report in a manner which will permit the reader to gain an overview of our methods, analyses, findings and recommendations without having to read volumes of information. The approach we have settled upon is to present a Summary Report of relatively short length, but a thorough presentation of our research, findings, and recommendations. The Summary Report is accompanied by a number of sub-study reports covering areas of our inquiry and containing more detailed information, analyses, and discussion of data. By referring the reader to the more detailed sub-studies and limiting the number of tables, graphs and exhibits contained in this report, we hope to provide a balance between the needs of those who want to develop a basic understanding our research and findings and those who desire more detailed information.

As supplements to this report, we have produced several sub-study reports which contain explanations of purposes and methods, descriptions of data collection and analysis methods, summaries of findings and exhibits containing tables, graphs, and other information pertaining to each sub-study.

The sub-studies and appendices contained as supplements to the main report include the following:

SUB-STUDY REPORT LISTING

VOLUME II

A. LONGITUDINAL PATTERNS OF DISPARITIES IN REMOVALACTIONS: 1981-82 THROUGH 1990-91

B. PATTERNS AND SOURCES OF DISPARITIES IN DISCIPLINARY ACTIONS: 1989-90 THROUGH 1991-92

C. PATTERNS OF OFFENSES LEADING TO REMOVAL ACTIONS: 1981-1991

D. ANALYSIS OF THE RELATIONSHIP BETWEEN SELECTED STUDENT AND SCHOOL CHARACTERISTICS AND RACIAL DISPARITIES IN DISCIPLINE

E. AN EXAMINATION OF DISCIPLINARY REFERRALS AND ACTIONS IN A MIDDLE/JUNIOR HIGH SCHOOL: FIRST AND SECOND QUARTERS, 1991-92

F. COMPARATIVE ANALYSIS OF SUSPENSION RATES AND DISPROPORTIONALITY IN SELECTED DISTRICTS: 1978 THROUGH 1988

G. SURVEY AND INTERVIEWS ON DISCIPLINE AND DISPARITIES IN THE CPS
G-1. COMBINED ANALYSIS ACROSS SURVEY POPULATIONS
G-2. DISCIPLINE COMMITTEE SURVEY REPORT-ADULT VERSION
G-3. DISCIPLINE COMMITTEE SURVEY REPORT-STUDENT VERSION
G-4. COMMUNITYWIDE TASK FORCE SURVEY REPORT
G-5. DISCIPLINE STEERING COMMITTEE AND AD HOC DISCIPLINE COMMITTEE SURVEY REPORT
G-6. CENTRAL AND AREA ADMINISTRATOR SURVEY REPORT

H. ANALYSIS OF CINCINNATI PUBLIC SCHOOL POLICIES GOVERNING SCHOOL DISCIPLINE

I. LOCAL SCHOOL DISCIPLINE COMMITTEE OPERATIONS REPORT

J. REVIEW OF DISCIPLINE POLICIES AND PROGRAMS IN SELECTED DISTRICTS

K. DOCUMENTS AND SOURCES CONSULTED
K-1 STUDY TEAM ROSTER OF INDIVIDUALS CONTACTED TEAM BY FUNCTION, AFFILIATION, AND RACE
K-2 STUDY TEAM REQUESTS FOR INFORMATION AND NOTATION OF ITEMS AND DATES RECEIVED
K-3 CINCINNATI PUBLIC SCHOOLS: BIBLIOGRAPHY OF INFORMATION PROVIDED STUDY TEAM

VOLUME III

DISTRICT AND BUILDING PROFILES: ORGANIZATIONAL CHARACTERISTICS AND DISCIPLINARY ACTIONS

VOLUME IV

DISTRICT AND BUILDING LEVEL PROFILES: DISCIPLINE OFFENSES BY STUDENT GENDER AND ETHNICITY

APPENDIX D

D-1

Final Report

July, 1992

DISCIPLINE
AND
TRUANCY
IMPROVEMENT
TEAM

J. Michael Brandt,
President/Superintendent
Cincinnati Public Schools

Co-chairs:
Mr. John Daniels
Ms. Zakia McKinney
Mr. Thomas Mooney
Mr. Robert Moore

Facilitators:
Dr. Patricia Carr
Mrs. Vella Ellis-Wilson

Cincinnati Public Schools

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- B. Prevention
- C. Intervention
- D. Training
- E. Critical Support Services

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Subcommittee Reports

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B. Central Office Administrators

C. Teachers

D. Parents

E. Students

F. Staff Development

G. Inter-Agency Cooperation

- 1. Courts and Police
- 2. Social Services
- 3. Medical/Health Services

H. Volunteer Services

I. Communications

J. Coalition of Innovative Schools

K. Alternatives to Suspension

L. Extra-Curricular Activities

INTRODUCTION

In August, 1991 Superintendent J. Michael Brandt established the Discipline and Truancy Improvement Team to make recommendations to improve discipline in the Cincinnati Public Schools.

Broadly representative of the community and school district, the Team was charged by the Superintendent to make proactive recommendations for implementation in the 1992-93 school year and beyond that would address root causes where known and otherwise improve disruptive behavior and truancy.

Subcommittees used a variety of research and inquiry approaches to data collection, differing methods of data analysis, and selected tools for completing their recommendations. Each subcommittee´s processes and activities are described in the individual subcommittee reports.

In addition to providing the Vision Statement, the Discipline and Truancy Improvement Team provided general direction, received and reacted to all subcommittee interim reports and subcommittee final reports; reviewed and prioritized all recommendations from the subcommittees; and gave direction for the final report. Following the initial prioritization by the Steering Committee, the Prioritization Subcommittee submitted the prioritized recommendations for a second prioritization round by survey to all Steering Committee members.

COMMITTEE MEMBERS

Name	Affiliation
Mr. William Al´Uqdah	Community Agency
Mrs. Deborah Al´Uqdah	Community Agency
Ms. Deborah Allsop	Community Agency
Ms. Ophelia Kelly Azariah	Center for Peace Education
Mr. Peter Block	Mayerson Foundation
Ms. Amanda Bowers	Teacher
Dr. Leo Bradley	Community/University
Mr. J. Michael Brandt	Superintendent
Dr. Stanley Broadnax	Health Commissioner
Mrs. Carol Burrus	Parent Advocate
Rev. Michael Cash	Community/Religion
Dean Louis Castenell	Community/University
Mr. Luther Church	CCY
Mr. Sam Clark	CCY
Ms. Barbara Cook	Legal Aid
Mr. John Daniels	Black Male Coalition
Ms. Carol Davidow	Community Agency
Mr. Michael Dees	CCY
Mr. Dean Dennis	Teacher
Mr. Eric Ellis	Summit, Inc.
Ms. Jan Flory	Community
Dr. Gordon Fooks	Cincinnati Technical College
Dr. Hendrik Gideonse	University
Mrs. Joellen Grady	Council of Christian Communion
Ms. Cheryl Grant	Community Agency
Mrs. Margaret Gregorie	Community
Judge David Grossman	Community
Rev. H. L. Harvey	Community/Religion
Ms. Arlene Heines	Juvenile Court
Mr. Grant Hesser	Leadership Cincinnati
Ms. Edna Howell	News Director, WIZF
Ms. Georgetta Johnson	Teacher
Mrs. Kathy Jones	Community/Parent
Ms. Terry Jones	Student
Dr. Sarah Knox	Community
Mrs. Sara Krailler	Teacher
Mr. Art Leahr	Teacher
Mrs. Carol Leslie	Leadership Cincinnati
Ms. Mary McCoy	Center for Peace Education
Ms. Zakia McKinney	Parent/Urban League
Mr. Thomas Mooney	CFT
Mr. Robert Moore	Community
Ms. Mary Overman	Community
Mrs. Margaret Peyton	Community
Mr. David Phillips	CYC
Mrs. Anne Power	Board Member
Mr. Larry Redden	Community
Mr. Steve Reece	Community
Dr. Allene Reed	CCY/University
Ms. Barbara Robbis	Jewish Community Center
Marc Rubin, Esquire	Community
Ms. Barbara Seibel	Juvenile Court
Sargeant Richard Shelton	Police Officer
Mr. Art Slater	Community
Mr. Bill Spillers	Community
Ms. Pat Sullivan	Teacher
Mr. Jim Walker	Parent
Miss Shoshana Witnell	Student

D-5

Sub Committee Members and Staff Liaisons

School Based Administrators

- Rosa Blackwell, Staff Liaison
- Deborah Al´Uqdah
- Dean Dennis
- Karen Eske
- Hendrik Gideonse
- Betty Hill
- Georgetta King
- Arthur Leahr
- Kenneth Smith

Central Office Administrators

- Patricia Carr, Staff Liaison
- Vella Ellis-Wilson, Staff Liaison
- Bob Schmalz
- Paul Staley
- Orlando Henderson
- Jack Snyder
- Hank Glaspie
- Tom Hunter
- Doug Morris
- Joysell Friaison
- Diane Jordan
- Connie Meyer
- Beverly Lewis
- Shirley Crabill
- Pushpa Ram
- Mary Ann Jackson

Teachers

- Georgetta King, Staff Liaison
- Deborah Al´Uqdah
- Dean Dennis
- Karen Eske
- Hendrik Gideonse
- Betty Hill
- Rosa Blackwell
- Arthur Leahr
- Kenneth Smith

Parent

- Carol Burrus, CoChair
- Sandra Hendricks, Staff Liaison
- Zakia McKinney, CoChair
- Jeff Barnes
- Margaret Gregorie
- Grant Hesser
- Diane Jordan
- Carol Leslie
- Jan Leslie
- Emory Livers
- Ron Mason
- Carolyn Moore
- Robert Moore
- Mary Overman
- Margaret Peyton
- Louise Stallworth
- Curtis Standiford
- Rosemary Thrasher
- Donna Turner

Student

- Helen Rindsberg, Staff Liaison
- Deanna Baker
- Marion Bohanon
- Deborah Bruce
- Amanda Cox
- Jennifer Cromer
- Carol Davidow
- Daniel Frazier
- Ed Hann
- Sara Krailler
- Louise Mandell
- Kevin Marshall
- Mary McCoy
- Eugene Smith
- Patricia Sullivan
- Jim Walker
- Shoshanna Withnell

Staff Development

- Dave Shepherd, Staff Liaison
- Ophelia K. Azariah
- Peter Block
- Leo Bradley
- Louis Castenell
- Patti Danner
- Gordon Fooks
- Grant Hesser
- Sarah Knox
- David Phillips
- Art Slater

Inter Agency Cooperation

Carol Bouldin, Staff Liaison

Courts and Police Subcommittee

Henry Glaspie, Staff Liaison
William Al'Uqdah
Dean Dennis
Ronald Ehler
Arlene Heines
Tom Mooney
Robert Morgan
Karen Oldham
Alan Polter
Barbara Seibel
Richard Shelton

Inter Agency Cooperation

Carol Bouldin, Staff Liaison

Social Services Subcommittee

Colenthia Hunter, Staff Liaison
Deborah M. Alsop
Brenda Armpriester
Beth Bowsky
Luther Church
Sam Clark
Lee Curd
Cheryl Grant
Victor Gray
H. L. Harvey
Jan Flory
Kathy Jones
Debra Kneisel
Margot Marples
Robert Moore
Charles Neal
Larry Redden
Barbara Robbis
Joan Wyler
Ms. Abrams

Inter Agency Cooperation

Carol Bouldin, Staff Liaison

Medical/Health Services Subcommittee

Dorothy Dickerson, Staff Liaison
Sue Irvine
Beth Cullen
Michael Landwehr
Marie Matsunami
Anne Pohl
Diane Sakmyster
Lori Turner
Joe Wilmers
Angela Jackson

Volunteer Services

Miriam West, Staff Liaison
Kimberly Allen
Linda Basler
Jeff Brokamp
Lucy Cane
Ryan Cooper
John Daniels
Sandra Hendricks
Gwen Wilder
Haki Zuberi

Communications

Dave Shepherd, Staff Liaison
William Spillers, Chair
Allen Howard
Terri Maue
Mona Morrow

Coalition of Innovative Schools

Jennifer Cottingham, Staff Liaison
Henri Bradshaw
Deborah Bursey
Charles Catania
Theresa Henderson
Martha Jordan
Janet Kent
Miriam Kinard
Helena Paul
Joyce Smith
Patricia Torrey
Markay Winston

Alternatives to Suspension

Tom Hunter, Staff Liaison
Cheryl Alexander
Brenda Baskin
Barbara Cook
Dean Dennis
Doris Frye
Art Leahr
Shawn McMullen
Allene Reed
William Russ

Extra Curricular Activities

Major McNeil, Staff Liaison
Joseph Bell
Sheila Charles
Michael Dees
Gloria Golden
Terry Jones
Steve Sheehan
Bernard Barbadora
Kathleen Ware
Deborah Bruce
Rosa Blackwell
Doris Frye
Michael Hicks
Jack Kennevan
Milton McCracken
Bob Noppert
Chris Nelms
Roger Meridith
Jack Schroder
Kenneth Smith
Lucius Ware
Dennis Matthews
Steve Ranker
Ray Spicher
Hilda Thomas
Steve Berry
Susan Childs-Jeter
Bruce Ellis
Murray Grace
Thomas Higgins
Judith Hughes
Mary Leary

Prioritization

Linda Basler
Carol Burrus
Barbara Cook
Arlene Heines
Zakia McKinney
Robert Moore
Margaret Peyton
Allene Reed

SUBCOMMITTEES´ RESPONSIBILITIES

The Subcommittees and the assigned work areas were:

A. **School Based Administrators**
To develop specific recommendations about the roles of administrators. To make recommendations about policies and procedures, discipline codes and programs.

B. **Central Office Administrators**
To develop specific recommendations about the role of Central Office administrators in support of schools in the improvement of discipline and district discipline policy, procedures and programs.

C. **Teachers**
To develop specific recommendations on teacher roles and information for a staff handbook.

D. **Parent**
To develop specific recommendations on parent roles, parent training and parent handbook, services to parents, ombudsman.

E. **Student**
To develop student roles, recommendations for student programs, student training and student handbook.

F. **Staff Development**
To develop and implement a training program for administrators, staff, students and parents.

G. **Inter Agency Cooperation**
To develop a system that will coordinate services delivered to student/families (To consider sites, possibly in school buildings where a cluster of schools could receive services) To define agency position regarding support of CPS Discipline Policy.
(Sub committees within this committee)

1. Courts and Police
2. Social Services
3. Medical/Health Services

H. **Volunteer Services**
To provide volunteers an opportunity to be trained to assist both students and parents in the prevention of discipline problems, in the discipline process once a problem occurs, and the facilitation of a student´s return to school after suspension or expulsion. To utilize the wealth of knowledge, resources, skills and time of school volunteers to implement the CPS Discipline/Truancy Policy.

I. **Communications**
To develop a package of on-going communications about the Discipline and Truancy Team work including the implementation and evaluation stages.

J. **Alternative Programs Bronson Considerations**
To incorporate the Bronson Discipline study into the Discipline and Truancy Team Report.

K. **Coalition of Innovative Schools**
To develop and implement improvements in discipline in CIS schools.

L. **Alternatives to Suspensions**
To develop recommendations for alternative to suspensions.

M. **Extra Curricular Activities**
To develop programs to support students in academics so that participation in extra curricular activities is possible.

N. **Prioritization Team**
To develop, process and compile results for second round of prioritizing of recommendations.

TEAM ORGANIZATION/ACTIVITIES

Structure:

The Team consisted of a Steering Committee of 58 members and 16 special Subcommittees. Eighteen (18) staff liaisons supported the work of the Team and the Subcommittees.

Co-chaired by five members of the community and school system, the Steering Committee met from October through July. The initial task of the Steering Committee was to prepare the following Vision Statement which guided the work of the subcommittees and served as a standard against which final recommendations were decided.

Vision Statement

Our vision for discipline in the Cincinnati Public School System:

Schools are learning environments that promote the self worth of children, and mutual respect among students, staff and parents. Every school provides consistent, restorative, discipline in a fair and equitable environment that considers the diverse backgrounds of the youth.

Each school has constructed an environment that promotes academic excellence, provides early lessons in self discipline, continual opportunity for appropriate behavior, as well as a developmental, proactive approach to discipline focusing on parent, student, and teacher involvement and responsibility.

Characteristics of this environment include:

- **clearly defined common sense expectations developed by staff, students, and parents**
- **utilization of mediation processes that promote positive staff/student relationships**
- **training to effectively match staff skills with student needs**
- **development of students' awareness that school rules are legitimate and equitable**

- positive alternatives to negative contacts with the law, courts, police and other authorities
- preventive measures through working collaboratively with agencies and communities
- public awareness that schools are safe and orderly

To work towards this vision, the discipline team will develop the aforementioned principles into a plan that will emphasize preventive, constructive, and corrective techniques.

SECTION II
APPENDIX D

Section II

RECOMMENDATIONS

Recommendations were submitted by all subcommittees. Final prioritization yielded 73 recommendations. These recommendations were categorized by the Prioritization Subcommittee under two major groupings.

First, the final recommendations fell into nine broad conceptional categories. Secondly, the recommendations were categorized under headings of General Principles, Prevention, Intervention, Training and Critical Support Services, and by immediate, short-term and long-term timelines.

Listed below is the first grouping of the nine categories followed by references to the final recommendations which are fully presented in the second grouping.

1. Clarify roles and accountability C-6, C-10, A-7, A-17, B-3, B-4, B-6, B-7, C-17, D-3, E-4, E-10

2. Ensure a challenging academic program A-5, A-14

3. Establish alternatives to out of school suspension C-1, C-2, C-7, C-8, B-12

4. Establish clear rules and consequences for behavior B-1, B-2, A-3, A-4, C-6, E-5

5. Establish effective communication with all interested parties A-1, A-10, A-15, A-16, B-5, C-13, D-6, D-7, D-8, E-7, E-9

6. Improve relationships with and support from community including parental involvement C-5, A-2, A-6, A-11, A-13

7. Increase support programs and support staff in school A-8, A-18, B-8, B-9, B-10, B-11, B-13, B-14, C-3, C-11, C-12, C-14, C-15, C-16, E-1, E-2, E-3, E-6, E-7, E-11

8. Train teachers, administrators, parents and students in alternative conflict resolution A-9, C-4, C-9, C-12, D-1, D-2, D-4, D-5, D-9

9. Train staff, students and parents in valuing individual differences and cultural diversity A-9, A-12, B-13

Following are the final recommendations presented in the second manner previously described:

A. General Principles

1. Communicate standards (good conduct and misconduct) to parents. Encourage parent involvement such as, visiting school and attending PTA meetings. Creativity and flexibility is needed in enlisting help and obtaining suggestions from parents of disruptive students. (School-Based Administrators 3)

2. Seek a collaborative "partnership" between parents and school. Visiting homes, contacting parents for positive and less positive communications, attending PTA meetings and scheduling conferences are ways of developing a collaboration. (Teachers 3)

3. Enforce rules; plan and implement an orientation for students, staff, and parents to be held during the first weeks of school to communicate standards of acceptable behavior. The principal should consistently maintain high expectations of staff in their reinforcement of appropriate behavior. The administrator should be involved in consistently and fairly maintaining the standards of behavior. Counseling should be available for students and their parents when student behavior is inappropriate. (School-Based Administrators 4)

4. Enforce rules; the teacher shall give an orientation to students stating expectations and standards for acceptable behavior. He/She should consistently and fairly maintain the acceptable standards of behavior. Teachers need to be visible, positive, and caring role models as they enforce the rules. (Teachers 4)

5. Communicate high expectations: Teachers must communicate to students and parents the need for high academic and behavioral expectations. The teacher should modify his/her behavior so that the student learns. A strong classroom management and instructional plan will send the message. (Teachers 10)

6. Provide a parent-friendly environment where both words and actions encourage parental involvement. (Courts and Police 4)

7. Hold principals accountable for improving discipline in their schools; review all suspensions. (Central Office 3)

    a. Include improvement of discipline as a criteria in performance evaluation.
    b. Require principals to establish goals for improving discipline.
    c. Require principals to establish standards for measuring the improvement of discipline.
    d. Require principals to adhere to the progressive consequence in the new discipline "Student Handbook for Success."
    e. Require principals to monitor race/gender balance of students and heterogeneous groupings in classes.
    f. Require principals to review discipline referrals, suspensions, expulsions frequently by classroom, grade level, etc. and intervene accordingly.

   g. Require principals to evaluate by survey satisfaction of building staff with support services (VTs, counselors, etc.) and intervene accordingly.
   h. Direct principals/staff to provide for academics to continue for all disruptive students (suspensions/expulsions/DTs/removals.

8. Provide assistance to schools in discipline. (Central Office 5)

   a. Provide counselors in all schools.
   b. Provide facilitators to work with at-risk students and parents.
   c. Provide personnel and equipment to notify parents of students who are absent.

9. Facilitate districtwide programs that will reduce suspensions, expulsions, and truancy. (Central Office 2)

   a. Develop a peer mediation program.
   b. Provide in-school suspension programs in each school.
   c. Re-entry program.
   d. Develop structured academic programs for students who are academically deficient because of truancy, suspensions, expulsions, and other reasons.
   e. Support and expand educational technology programs for the classroom.
   f. Support and expand the tutoring program.
      - involve business partnership
      - involve agencies
      - involve Big Brothers; Big Sisters
      - involve retired teachers and administrators
      - involve colleges of education (to incorporate in requirements tutoring activities)

10. Provide more communication among schools as students move from elementary to middle school. There needs to be more communication among the schools, so that students with social, emotional, academic and family problems are identified for the middle school staff. This could keep problems from festering. The sub-committee suggests that a form be developed for elementary teachers to identify problems. That form will be placed in the student´s cumulative folder. Carefully selected volunteers will review the forms of incoming 7th graders and prepare reports to alert the core teams and counselors to potential problems and identify students who need to continue services. (Students 11)

11. Encourage cooperation; local school strategies and techniques should be designed to ensure that teachers are engaged in cooperative interactions with parents. (Teachers 11)

12. Provide a child-friendly environment where children are never debased. (Courts and Police 5)

13. Implement an interagency network process between the Cincinnati Public School System and the Social Service Agencies. (Social Services 1)

14. Provide a challenging academic program: The instructional program should be academically challenging, interesting, and rewarding. The focus should be on academics and not on discipline. (Teachers 8)

15. Provide open and timely communication with peers, students, parents, and community. This will establish key partnerships and involvement for the school. Changes in districtwide policy in ways of communicating will improve open communications. Parents and community should always know what´s happening at the school. (School-Based Administrators 2)

16. Provide open communications with peers, administrators, students, parents and community members. Parents should know what their children are learning. Teachers should share information with other staff members. (Teachers 2)

17. Allow all children to make up work lost during suspension/ expulsion time. (COMMITTEE MEMBER RECOMMENDATION)

18. Identify classrooms and schools where need is greatest and ensure that services are provided there first. (SUBCOMMITTEE RECOMMENDATION)

B. Prevention

Immediate Priorities

1. Provide a clearly defined plan; the plan should include the following: consistent implementation, high standards for student conduct, distinct and well-written standards, and clear consequences for (misbehavior) misconduct. (School-Based Administrators 1)

2. Provide a clearly defined plan. The plan should include the following: consistent implementation, high standards for student conduct, distinct and well-written standards, and clear consequences for (misbehavior) misconduct. (Teachers 1)

3. Establish accountability throughout the system. Consequences must be fair, sensible, appropriate for the situation and clear throughout the system. Children must not be punished for inconsequential actions and should have an opportunity to be innocent until proven guilty. Thirty percent of the respondents wrote stories indicating how the discipline policy was resulting in youth being unfairly punished for doing the right thing or for minor behavior infractions. The category "disruptive behavior" needs much refining. (Parents 5)

4. Expect administrators to be highly visible before school, between classes, at lunchtime, recess and after school. Visits to classrooms are crucial. Open communication with staff is essential. Orientation for entire school at the very start of school year is a strategy to assist in initially becoming visible in the school. (School-Based Administrators 6)

5. Provide a variety of communications with consistent, clear themes for parents and community as well as teachers about due process, rights, and viable options regarding discipline must be put in place. (Parents 3)

6. Alleviate the fragmented involvement of segments of the community in determining school policies and the promotion of self-interest in determining school policies. The best interest of the kids must be the focus of the school district. (Parents 6)

7. Review students´ academic progress. Teachers should periodically meet with students to review academic progress, assess needs and develop next steps. Modifications are made with the student when it is deemed necessary. Teacher and student identify their various responsibilities. (Teachers 12)

8. Continue the Postponing Sexual Involvement (PSI) Program in the 7th grade and expand to the elementary level. The district´s Family Life and Sex Education Committee approved a pilot PSI program at three elementary schools in 1991-92. (Students 8)

9. Maintain an exceptional guidance and counseling program in every school in order to provide for linkages between home, school, and community which will facilitate the remediation of physical, mental, behavioral and social skill deficiencies which prevent children from achieving in school. The guidance and counseling program would bear responsibility for:

   a. Student behavior modification (social, behavioral and student skills)
   b. Staff and parent in-service and training
   c. Community agency and resource coordination
   d. Student academic guidance/counseling and placement (Alternative to Suspensions 1)

10. Incorporate service projects into all schools to boost student self-esteem. It is the experience of sub-committee members that many of our students need concrete evidence that they are worthwhile. This can be achieved effectively when students plan and complete service projects. Service projects can provide additional benefits to the district if they involve students helping students, ie. tutoring or reading to younger children. (Students 7)

11. School bus behavior intervention program. (Discipline and Improvement Team)

12. Establish support mechanisms for parents so that parents can effectively advocate for themselves and their children. Institute parent empowerment training for parents and staff. Parent empowerment training should be viewed as a way of supporting parents´ efforts to meet the educational needs of their children. Schools should meet the developmental needs of parents no matter who they are through school visits, parent centers, orientation of new families, newsletters, and school evaluations. (Parents 4)

Long-Term Priorities

13. Provide child care for all student parents at all high schools. (Students 15)

C. Intervention

Immediate Priorities

1. Provide in-school suspension and expulsion programs in every school. There should be an adequately, well-designed in-school suspension program (find a new name to reflect that it is not a suspension). There is need for a permanent location in buildings. Waiver of special education certification for educators so that special education students can be served in "Time-Out" rooms. Personnel: counselor, certificated educator, instructor assistant.
(School-Based Administrators 5; Teachers 5)

2. Provide an in-school suspension class. The "full time" in-school suspension class would allow students who commit less serious violations of the discipline code to serve their suspension in an isolated setting where academics and social skill instruction continues. (Alternative to Suspensions 2)

3. Implement a process for identification of truants, school interventions, and signing of complaints in Juvenile Court.
(Courts and Police 1-3)

4. Provide the Students Creative Response to Conflict Program: This training program for teachers and students is based on classroom activities that build self-esteem and appreciation for personal and cultural differences. It develops teachers' and students' skills in communication and cooperation, and provides students with the skills necessary to discuss conflict and manage it with nonviolence and respect. (Students 3)

5. Provide volunteer tutors and peer tutors: Many students fall behind in their school work and this only exacerbates existing attendance and discipline problems. The district should explore all options for providing more tutoring for these students, as well as a means of helping students make-up work when they are absent, suspended or expelled. (Student 13)

6. Change board policy to mandate children make up school work lost during discipline (expulsion/suspension) time (CONSENSUS OF STEERING COMMITTEE)

7. Provide a supervised time-out room. (Alternative to Suspensions)

8. Provide a supervised work experience/restitution program.
(Discipline and Truancy Improvement Team)

9. Provide peer mediation. To address students' reports that they do not know how to resolve problems peacefully and that students do not respect each other. The sub-committee recommends the expansion of this program. (Students 6)

10. Make mental health counseling available at all times in every school, not just those with a Health/Wellness Coordinator or a Student Assistance Coordinator. Currently in CPS the emphasis of the counselor's job is on guidance, which is very different from mental health assistance, especially prevention and education. If existing school counselors are to provide this service, this means that the role of the counselor in CPS should be changed and significant training and retraining will be required.

Until the Student Assistance Program can be expanded, the sub-committee has two suggestions: 1) the district could recruit retired persons to volunteer to provide mental health services; they will need to have the proper training and screening; 2) clerical staff could be hired to handle some of the counselors´ paperwork, freeing them for mental health counseling. (Student 5)

11. Provide staff to resolve conflicts between parents and schools. (Central Office 6)

12. Provide a health reliable process to respond to current and future increasing number of complex medically fragile children in the schools. Offer appropriate training for principals, school staff and volunteers. (Medical/Health 11)

13. Implement an interagency network process between the Cincinnati Public School System and the social Service Agencies. (Social Services 1)

14. Provide systematic "Help Nights" where students can receive academic assistance after school. It is recommended that classroom teachers from throughout each high school (all curriculum areas) be scheduled to staff these sessions and be paid extended time to do so. Keep a low student-teacher ratio of about 10:1. Schools should also schedule Help Nights to fit their needs. Many other interventions on the list in Appendix E of this subcommittee´s report might be incorporated in systematic Help Nights. Help Nights should be offered to students in grades 9-12 at all ten high schools and at Dater Jr. High School. (Extra-Curricular 7)

Short-Term Priorities

15. Provide a Crisis Intervention Team: In order to address the non-school problems that affect discipline and attendance, the sub-committee recommends that every school have a Crisis Intervention Team composed of teachers, administrators, counselors, and other staff members who have the appropriate personality and inclination to be intervention specialists. They will respond to students´ problems such as physical and mental abuse, depression, suicide attempts, dysfunctional families, poverty, and developmental, social and emotional problems. The Crisis Intervention Team will work with social service agencies, government departments, and other service providers to assure that students and their families benefit from the services which are available in our community. It is vitally important that a school staff member monitors the situation to assure that appropriate treatment is completed. (Student 10)

16. Expand the teacher peer assistance and appraisal program: The sub-committee recommends that the Peer Intervention Program be expanded so that more ineffective teachers are identified and assistance is provided to help them improve their performance or they are terminated. (Students 4)

Long-Term Priorities

17. Request a city ordinance that requires parents to assure supervision of child during suspension/expulsion from Cincinnati Public Schools. (Courts and Police)

D. Training

Immediate Priorities

1. Provide Cooperative Discipline Training in 1992-93 for all schools with grades 7 and 8 (18 schools). In 1993-94 Cooperative Discipline Training should be provided for all high schools. (Students 2)

2. Provide extensive training in communication skills, cultural diversity, how to develop parent-teacher partnerships, peer mediation and conflict resolution for parents, teachers, and students. (Parents 1)

3. Develop effective ways of establishing and balancing the roles, responsibilities, and rights of parents, teachers, and administrators must be developed. (Parents 2)

4. Provide six hours of inservice training for all teachers focusing on improving discipline and attendance. To address the important role that teachers play in managing student behavior, the sub-committee recommends that all schools will use the six hours of paid time set aside in 1992-93 in the teacher contract for the third day of inservice for training focusing on improving discipline and attendance. The topic of training chosen would be based on a needs assessment conducted by the staff at each school. (Students 1)

5. Expand the teacher peer assistance and appraisal program. The sub-committee recommends that the Peer Intervention Program be expanded so that more ineffective teachers are identified and assistance is provided to help them improve their performance or they are terminated. (Students 4)

Short-Term Priorities

6. Collect and report pertinent findings of unmet needs to social service agencies and their respective boards and appropriate Cincinnati Public Schools personnel. (Social Services 2)

7. Provide a discipline video presentation; create and develop a video tape presentation (15-18 minutes) to clearly explain and demonstrate the CPS Discipline/Truancy Policy to all students. The primary focus of the tape would be to help students understand and be responsible for the consequences of their behavior. This video will be filmed in one of the schools. It will contain different situations that students are faced with at school. The video will demonstrate the different infractions that students commit during the school year. It will clearly show the consequences of those infractions. The video will end with a brief message from the superintendent restating and supporting the CPS Discipline/Truancy policy.

At least one copy of this video tape would be housed at each CPS. Trained volunteers would show this tape in the school throughout the first quarter to students. Volunteers would be accompanied by a trained student and together they would interact with other students concerning the discipline policy in the school. (Volunteer Service 1)

Long-Term Priorities

8. Design and publish a CPS Volunteer Handbook that will provide a general informational overview about the CPS with a special section explaining the Discipline/Truancy Policy. Included in this section will be examples of how a volunteer can help with student behavior and overall school discipline.
   Example:

   a. help the students to understand the Discipline/Truancy Policy (individual or small group discussion)
   b. help the student become a good school citizen (incentives, expectations, rewards)
   c. become a mentor/tutor to a student - be a positive role model; help the student understand the value of education
   d. when appropriate, help parents/guardians to understand the CPS Discipline/Truancy Policy
   e. help students to learn from their mistakes. Become an active listener to students
   f. provide the student support during and after suspensions/expulsions
   g. help the student develop good problem solving skills
   h. help to keep the community informed about the CPS Discipline/Truancy Policy. Be a strong school supporter
   i. Be visible and involved in school/community activities

   Every CPS volunteer in the district should receive a copy of this pocket size handbook. (Volunteer Services 2)

9. Develop and offer a training program for school volunteers working in specific roles to help with the Discipline Program in schools. (Volunteer Services 3)

E. **Critical Support Services**

Immediate Priorities

1. Locate substance abuse treatment for students who need services. The district, through the Teen Institute, does a good job of providing programs for preventing substance abuse problems. These services should be continued. However, there are many students who nonetheless develop drug problems. The district should be more aggressive in identifying those students and seeking treatment for them. (Students 12)

2. Implement school-based plan (with emphasis at elementary level) to handle youth who are truant or who commit criminal offenses.

3. Implement the Amend Adolescent Program. It provides 13-19 year olds with conflict resolution skills and opportunities to reflect on anger, destructive behavior, and the effects of domestic violence. (Alternative to Suspensions 5)

4. Tap into third part reimbursement (Medicaid, other insurance companies). (District has recently been approved as a Medicaid provider). (Medical/Health 12)

5. Adopt the Coalition of Innovative Schools´ recommendations.

   a. Provide and develop plan for noon hour
   b. Provide and develop rules for playground
   c. Provide and develop rules for halls and corridors
   d. Provide and develop rules for auditorium

6. Provide additional support staff; a visible support staff (i.e. administrators, security guards, teachers) must function consistently while fulfilling roles in order to establish and maintain a learning environment. (School-Based Administrators 9)

7. Provide additional support staff; all teachers must be supported by counselors, psychologists, home school coordinators in attending to the increasing social and emotional needs of students. (Teachers 9)

8. Publicize existing interventions so that students, parents, teachers, coaches, club advisors, and the public know what is available. This quasi-intervention involves additional publicity efforts. A wide variety of interventions are already in place in our schools and these will be supplemented with the interventions proposed by the committee. However, committee members indicated that students may not be aware of what is available or how to access such services. Additionally, implementation of the new policy may prompt students who have not previously sought out such services, to do so now. It is recommended that a systematic effort to document and publicize existing services be made. A district-wide "Directory of Services" could be developed that (a) identifies and describes each service, (b) indicates the days and/or hours when the service is available, (c) specifies any limits on eligibility for the services, and (d) indicates who to contact to become involved. Likewise, each school could develop a similar directory for services unique to the school. While the primary focus of these directories would be on interventions that are academically-oriented, services that address the causes of absenteeism or other factors that influence students´ grades might also be included. A proposal outlining publicity efforts related to both items 1 and item 3 and associated costs is shown in Appendix G. The remaining three items that appeared on the list of eight most important strategies are not interventions in and of themselves. They can be seen as strategies to support implementation of the new policy or implementation of the three recommended interventions. (Extra-Curricular 3)

Short-Term Priorities

9. Collect and report pertinent findings of unmet needs to social service agencies and their respective boards and appropriate Cincinnati Public Schools personnel. (Social Services 2)

10. Provide and use discipline data for decision making.
    a. Submit quarterly and annual reports to Board of Education, Superintendent, Legal Counsel, Deputy Superintendent, Office of Discipline and Compliance, Bronson Task Force and others as required.
    b. Provide assistance to schools in data evaluation and use.
    c. Review all suspensions/expulsions to see that they adhere to policies and procedures. (Central Office 8)

Long-Term Priorities

11. Facilitate an ongoing advisory/task force to assess programs that will be needed in the future (e.g. smoking, alcohol, drugs). (Mental/Health 5)

12. Establish a health service office staffed by CPS personnel and assistance provided by Cincinnati Public Health Department and CHMC within the schools (e.g. blood work, physicals, testing, voluntary HIV testing, pregnancy avoidance, First Aid training and research the screenings) Robert Wood Johnson Foundation for funding. (Medical/Health 10)

13. Explore the possibility of funding from the Cincinnati business community to support health programs. (e.g. Marion Merrell Dow - health-based firms). (Mental Health 4)

14. Explore the possibility of funding from CBC to support health program. (Extra-Curricular 6)

SECTION III
APPENDIX D

A-SCHOOL BASED ADMINISTRATORS

DISCIPLINE AND TRUANCY IMPROVEMENT TEAM

Subcommittee: Administrators
Staff Liason: Rosa Blackwell

A. Membership

Deborah Al'Uqdah	**Parent**
Rosa Blackwell	**Cincinnati Public Schools, Hughes Center, Principal**
Dean Dennis	**Cincinnati Public Schools, McMillan, Teacher**
Karen Eske	**Cincinnati Public Schools, Linwood Elementary School, Principal**
Hendrik Gideonse	**Parent and University of Cincinnati**
Betty Hill	**Cincinnati Public Schools, Rockdale Elementary School, Teacher**
Georgetta King	**Cincinnati Public Schools, Staff Development Office, Teacher**
Arthur Leahr	**Cincinnati Public Schools, McMillan Center, Teacher**
Kenneth Smith	**Cincinnati Public Schools, Dater Junior High, Principal**

B. Statement of Need

The Student Handbook for Success (code of conduct) was revised in the 1991-1992 school year. Significant increase in student suspensions and explusions have occurred. Parents, community and school personnel are alarmed and have united to address concerns and make recommendations.

C. Purpose

To provide specific recommendations about the role of administrators and to make recommendations about policies, procedures, and programs.

D. Role

The role of the administrator in promoting the vision for discipline in the Cincinnati Public School System is to: utilize the position to promote positive behavior, give appropriate rewards to influence behavior, and effect reform to change individual and group behaviors.

E. Activities

- Developed a questionnaire with the assistance of Jerry Moore from the evaluation office. The questionnaire was distributed to designated administrators and teachers.
- Reviewed, discussed and analyzed questionnaire results.
- Researched and analyzed current journal articles containing pertinent information about discipline.
- Summarized, by categories, the information obtained from the questionnaire.
- Generated recommendations based upon survey results, literature review and school-based experience and observation.
- Shared with the inservice subcommittee results of the information obtained from the activities of our subcommittee.

F. Recommendations

The content of this section is organized in the following manner: (1) Introduction (2) Recommendations by Topics, and (3) Training Recommendations. In addition, as the recommendations were developed from the survey responses, preventive and intervention strategies were found not to be mutually exclusive. Therefore, we did not, at this time, identify any recommendation as prevention or intervention.

INTRODUCTION

Before our subcommittee could commit to actively finalizing our recommendations, we spent hours pondering the issue of policies and procedures as they relate to discipline. Our concerns from many perspectives (i.e. parents, community, Cincinnati Public School personnel) focused on what messages to convey to district personnel and to the public; and the language to be used to communicate that message. In other words, **we must respect our clients as we enforce**. The final consensus from the subcommittee membership is presented in the following paragraphs.

We preface our recommendation with a statement of two understandings merging from the specifics of our work.

First, the goal we seek to reach is actually two aims, not one. We seek to identify a set of standards of constructive, desirable, respectful, and responsible conduct for our students and then see to it that the learnings necessary to live those standards of conduct are successfully achieved by all. Recognizing there will be shortfalls and even transgressions, however, we seek also to devise a fair, efficient, and meaningful set of practices to deal with misconduct, practices that are consistent with and mutually supportive of the standards of positive conduct and the learnings necessary to practice them. Other pairs of words may be used (e.g. appropriate and inappropriate behavior, or discipline [conceived as the internal management of one's own behavior] and discipline [conceived as punishment or the external consequences of one's misdeeds]). The message is the same, however. Two conceptually related but operationally separate strategies are called for.

The second understanding is that implementation of both strategies must be approached comprehensively in each building as well as throughout the system. Achieving high performance of standards of conduct and the development of a mutually supportive system of addressing misconduct will take good judgement everywhere. Everywhere, lots of modeling, major curricular and instructional innovation, some attention to physical facilities, and revisions in the way schools are structured and the way teachers and administrators spend their working days and weeks.

Next, we encourage anyone who is charged with communicating with the district's clients to consider the dynamics of the situation, the audience to be addressed and the institutional purpose of the message. **The message must be clear and concrete!** Positive two-way communication is more likely to occur if the above is appropriately considered.

Recommendations by Topics

1. **Clearly Defined Plan** **Projected Budget: No additional cost**

The plan should include the following: consistent implementation, high standards for student conduct, distinct and well-written standards, and clear consequences for (misbehavior) misconduct.

2. **Communications** **Projected Budget: Stationary and stamps (based on student body population)**

Open and timely communication with peers, students, parents and community will establish key partnerships and involvement for the school.
Changes in districtwide policy in ways of communicating will improve open communications. Parents and community should always know what's happening at the school.

3. **Parental Involvement** **Projected Budget: No additional cost**

Communicate standards (good conduct and misconduct) to parents.
Encourage parent involvement such as, visiting school and attending PTA meetings.
Creativity and flexibility is needed in enlisting help and obtaining suggestions from parents of disruptive students.

4. **Enforcement of Rules** **Projected Budget: No additional cost**

Plan and implement an orientation for students, staff and parents to be held during the first weeks of school to communicate standards of acceptable behavior. The principal should consistently maintain high expectations of staff in their reinforcement of appropriate behavior. The administrator should be involved in consistently and fairly maintaining the standards of behavior.
Counseling should be available for students and their parents when student behavior is inappropriate.

5. **In-school Suspension and Expulsion** **Projected Budget: Salary of certificated teacher and Instructor assistant**

Every school should have an adequately, well-designed In-school Suspension Program (find a new name to reflect that it is not a suspension).
There is need for a permanent location in buildings.
Waiver of Special Education Certification for educators so that Special Education students can be served in 'Time-Out' rooms.

Personnel: Counselor, certificated educator, instructor assistant

6. **Visibility of Administrators** **Projected Budget: No additional cost**

Administrators should be highly visible before school, between classes, at lunchtime, recess and after school. Visits to classrooms are crucial. Open communication with staff is essential. Orientation for entire school at the very start of school year is a strategy to assist in initially becoming visible in the school.

7. **Incentives** **Projected Budget: $2.00-$3.00 per student**

Reinforcement and recognition should be on-going for an environment that is positive and productive. Verbal praise should be given appropriately when earned. A reward system should be in place.

8. **Closed Lunch** **Projected Budget: No additional cost**

Misconduct by a student causes the administrator to place a student in an isolated area. Denial of a social environment for a student whose conduct needs intervention may serve as a deterrent.

9. **Additional Support Staff** **Projected Budget: All schools should have appropriate personnel**

A visible support staff (i.e. administrators, security guards, teachers) must function consistently while fulfilling roles in order to establish and maintain a learning envirnoment.

TRAINING RECOMMENDATIONS

The survey allowed the subcommittee to clearly identify seven areas of training that we are recommending to the district. The major training areas and a description of each is delineated.

MANDATORY

Cultural Diversity Training

The district should provide mandatory training for all employees. The training should be tied to contract and/or position obligation that will effect salary.

The training will stress value systems of urban/suburban African Americans and Appalachians. Emphasizing our humanness and that we all have similar wants and needs.

Include the understanding that not all African American people share the same value system, just as not all white people have the same values.

Emphasize through training that all groups can be served, but there must be a "common ground" that we can work on. All groups must understand that other groups exist and **none** is more important than the other.

BASED ON IDENTIFIED NEED

Classroom Management

Quality training must be realistic. Real urban problems and situations must be addressed.

Training must emphasize ways to model adult appropriate behavior and provide activities that show behavior that is unacceptable.

Educators must be trained to communicate to students what and why appropriate behavior is essential in the school setting.

Crisis Intervention

Training should focus on how to identify potential problems and what to do about them. Trainees should be made aware of available community resources for staff and parents.

In-School Suspension

Tell the purpose and share models and methods. Show what works and what doesn't work.

Use appropriate videos to show what works and what does not work.

Peer Mediation

Provide orientation about the purpose and nature of the peer mediation program.

Become familiar with how to start a peer mediation program to prepare student leaders who are 'on-call' to assist schools.

Parent Involvement

Strategies developed to work cooperatively with parents during school visits, conferences, PTA meetings, Open House etc.

Working Successfully with the "Severely Maladjusted Child"

Training will stress reentry strategies to be used for students who are socially, emotionally, behaviorally maladjusted and who have been institutionalized (penal and mental).

G. Inhibitors/Enablers

The major inhibtor is the financial cost of the recommendations that have projected cost indicators. Any negative administrator and parent attitudes can be overcome by time and diligent effort.

B-CENTRAL OFFICE ADMINISTRATORS

Discipline and Truancy Improvement Team

DRAFT

Final Report

Subcommittee: CENTRAL OFFICE ADMINISTRATORS

Membership:

Patricia M. Carr	Doug Morris
Vella Ellis-Wilson	Joysell Friaison
Orlando Henderson	Diane Jordan
Bob Schmalz	Connie Meyer
Paul Staley	Beverly Lewis
Hank Glaspie	Jack Snyder
Tom Hunter	Shirley Crabill
Pushpa Ram	Mary Ann Jackson

Statement of Need:

Based on focus groups, committee members´ knowledge and perceptions, and surveys conducted by administrators, teachers and survey groups, there is a need to provide assistance to schools to assure discipline is appropriately managed so that improvement in discipline and learning occur for all students.

Purpose:

To develop specific recommendations about the role of Central Office Administrators in support of schools in the improvement of discipline and district discipline policy, procedures and programs.

Roles:

As defined by the recommendations of this subcommittee the roles of central office staff would be as follows:

Activities:

The subcommittee held six meetings, surveyed two-thirds of the principals, reviewed survey results from other subcommittees and reviewed available literature.

Recommendations:

1. Provide mandatory inservice and follow-up around issues affecting inner city youth and on conflict reduction/resolution.

    A. Inservice teachers on conflict resolution.
    B. Offer multi-cultural awareness activities.
    C. Provide evaluation and data for decision-making as follow up to inservice activities.
    D. Provide quarterly surveys from building staff regarding satisfaction with changes that have occurred because of the inservice.

2. Facilitate districtwide programs that will reduce suspensions, expulsions, and truancy.

   A. Develop a peer mediation program.
   B. Provide in school suspension programs in each school.
   C. Re-entry program.
   D. Develop structured academic programs for students who are academically deficient because of truancy, suspensions, expulsions, and other reasons.
   E. Support and expand educational technology programs for the classroom.
   F. Support and expand the tutoring program.
      - Involve business partnership
      - Involve agencies
      - Involve Big Brothers; Big Sisters
      - Involve Retired teachers and administrators
      - Involve Colleges of Education (to incorporate in requirements tutoring activities)
   G. Support and expand the mentoring program.
      - Involve businesses.
      - Involve athletes in action.
      - Involve Black Male Coalition.
      - Involve Cincinnati Youth Collaboration
      - Involve Retired Teachers
      - Involve Senior Citizens
   H. Provide a specialized crisis team in each mini-district to work with disruptive youth in each school on a scheduled basis and in crisis situations.

3. Hold principals accountable for improving discipline in their schools; review all suspensions.

   A. Include improvement of discipline as a criteria in performance evaluation.
   B. Require principals to establish goals for improving discipline.
   C. Require principals to establish standards for measuring the improvement of discipline.
   D. Require principals to adhere to the progressive consequence in the new discipline "Student Handbook for Success".
   E. Require principals to monitor race/gender balance of students and heterogeneous groupings in classes.
   F. Require principals to review discipline referrals, suspensions, expulsions frequently by classroom, grade level, etc. and intervene accordingly.
   G. Require principals to evaluate by survey satisfaction of building staff with support services (VTs, counselors, etc.) and intervene accordingly.
   H. Direct principals/staff to provide for academics to continue for all disruptive students (suspensions/expulsions/DTs/removals).

4. Revise the Student Handbook for Success.

   A. Require different (progressive) consequences for discipline for same infractions for different age/grade levels.
   B. Require use of progressive consequences/steps prior to the use of suspension and expulsion for all infractions except the most serious/dangerous.
   C. Specify required discipline/consequences for infractions.
   D. Make Handbook more readable, larger print and charts. Make infractions/consequences readable for students at elementary level (simple charts, etc.)

5. Provide assistance to schools in discipline.

    A. Provide counselors in all schools.
    B. Provide facilitators to work with at-risk students and parents.
    C. Provide personnel and equipment to notify parents of students who are absent

6 Provide staff to resolve conflicts between parents and schools.

7. Provide appropriate staff at building level.

    A. Hire staff who are knowledgeable, understanding and have concern for inner city youth.
    B. Allocate staff based on needs of school not solely on enrollment, i.e. assistant principals, visiting teacher, counselors, in school suspension room, staff, etc.
    C. Provide assistance in discipline to approved (current and future) site based management schools.
    D. Provide staff to facilitate expulsion process to assure compliance with policies and procedures.

8. Provide and use discipline data for decision making.

    A. Submit quarterly and annual reports to Board of Education, Superintendent, counsel, Deputy Superintendent, Office of Discipline and Compliance, Bronson Task Force and others as required.
    B. Provide assistance to schools in data evaluation and use.
    C. Review all suspensions/expulsions to see that they adhere to policies and procedures.

Inhibitors/Enablers

Inhibitors include: attitudes, lack of understanding of students' needs, lack of training in handling discipline and understanding policy and intent of policy and procedures (which is to improve not just punish), money for additional staff.

Enablers include: key staff who do well with discipline and who can be used as resources at building level, district intent to improve system, district intent to provide quality services, district intent to provide funds in needed areas.

Recommendations

Budget - Being compiled	Central Office Administrators	Communication Vehicles
	1. Provide mandatory inservice and follow up around issues affecting inner city youth an on conflict reduction/ resolution.	A. Public to be informed this training will occur. B. Notice to staff, handled by Training and Development. C. Superintendent to negotiate with CFT.
	2. Facilitate district wide programs that will reduce suspensions, expulsions, and truancy.	A. Communicated as programs are developed.
	3. Hold principals accountable for improving discipline in their schools.	A. Public to be informed. B. Principals to be directed by Superintendent
	4. Revise the Student Handbook for Success.	A. New handbook to be distributed on a more personal basis and "gone through" with parents, etc..
	5. Provide assistance to schools in discipline.	A. Direct communication as needed. B. Use needs assessment with each school.
	6. Provide staff to resolve conflicts between parents and schools.	A. Direct communication as needed. B. Use needs assessment with each school. C. Make public/parents aware of this service.
	7. Provide appropriate staff at building level.	A. Direct communication as needed. B. Use needs assessment with each school.
	8. Provide and use discipline data for decision making.	A. Publish and distribute results. B. Use reports as basis for decisions and plan next steps based on data.
	9. Develop a program with Colleges of Education for earlier entrance of students into classrooms, i.e. student teachers.	A. Communicate program intent to all interested parties. B. Meet with appropriate development groups.
	10. Request renegotiation of the parts in Collective Bargaining Agreement that addresses discipline.	A. Notify interested public of intent. B. Superintendent/Board initiates with CFT.

C-TEACHERS

DISCIPLINE AND TRUANCY IMPROVEMENT TEAM

Subcommittee: Teachers
Staff Liason: Georgetta King

A. Membership

Deborah Al'Uqdah	**Parent**
Rosa Blackwell	**Cincinnati Public Schools, Hughes Center, Principal**
Dean Dennis	**Cincinnati Public Schools, McMillan, Teacher**
Karen Eske	**Cincinnati Public Schools, Linwood Elementary School, Principal**
Hendrik Gideonse	**Parent and University of Cincinnati**
Betty Hill	**Cincinnati Public Schools, Rockdale Elementary School, Teacher**
Georgetta King	**Cincinnati Public Schools, Staff Development Office, Teacher**
Arthur Leahr	**Cincinnati Public Schools, McMillan Center, Teacher**
Kenneth Smith	**Cincinnati Public Schools , Dater Junior High, Principal**

B. Statement of Need

The Student Handbook for Success (code of conduct) was revised in the 1991-1992 school year. Significant increase in student suspensions and explusions have occurred. Parents, community and school personnel are alarmed and have united to address concerns and make recommendations.

C. Purpose

To develop specific recommendations about teacher roles and provide information for inclusion in a staff handbook.

D. Role

The role of the teacher in promoting the vision for discipline in the Cincinnati Public School System is to provide an instructional program that encourages high standards and high expectations and establishes a classroom that appropriately support, recognize, respect and praise students.

E. Activities

- Developed a questionnaire with the assistance of Jerry Moore from the evaluation office. The questionnaire was distributed to designated administrators and teachers.
- Reviewed, discussed and analyzed questionnaire results.
- Researched and analyzed pertinent information about discipline from current journal articles.
- Summarized, by categories, the information obtained from the questionnaire.
- Generated recommendations based upon survey results, literature review and school-based experience and observation.
- Shared with the inservice subcommittee results of the information obtained from the activities of our subcommittee.

F. Recommendations

The content of this section is organized in the following manner: (1) Introduction (2) Recommendations by Topics, and (3) Training Recommendations. In addition, as the recommendations were developed from survey responses, preventive and intervention strategies were not found to be mutually exclusive. Therefore, we did not, at this time, identify any recommendation as prevention or intervention.

INTRODUCTION

Before our subcommittee could commit to actively finalizing our recommendations, we spent hours pondering the issue of policies and procedures as they relate to discipline. Our concerns from many perspectives (i.e. parents, community, Cincinnati Public School personnel) focused on what messages to convey to district personnel and to the public; and the language to be used to communicate that message. In other words, **we must respect our clients as we enforce.** The final consensus from the subcommittee membership is presented in the following paragraphs.

We preface our recommendation with a statement of two understandings merging from the specifics of our work.

First, the goal we seek to reach is actually two aims, not one. We seek to identify a set of standards of constructive, desirable, respectful, and responsible conduct for our students and then see to it that the learnings necessary to live those standards of conduct are successfully achieved by all. Recognizing there will be shortfalls and even transgressions, however, we seek also to devise a fair, efficient, and meaningful set of practices to deal with misconduct, practices that are consistent with and mutually supportive of the standards of positive conduct and the learnings necessary to practice them. Other pairs of words may be used (e.g. appropriate and inappropriate behavior, or discipline [conceived as the internal management of one's own behavior] and discipline [conceived as punishment or the external consequences of one's misdeeds]). The message is the same, however. Two conceptually related but operationally separate strategies are called for.

The second understanding is that implementation of both strategies must be approached comprehensively in each building as well as throughout the system. Achieving high performance of standards of conduct and the development of a mutually supportive system of addressing misconduct will take good judgement everywhere. Everywhere, lots of modeling, major curricular and instructional innovation, some attention to physical facilities, and revisions in the way schools are structured and the way teachers and administrators spend their working days and weeks.

Next, we encourage anyone who is charged with communicating with the district's clients to consider the dynamics of the situation, the audience to be addressed and the institutional purpose of the message. **The message must be clear and concrete!** Positive two-way communication is more likely to occur if the above is appropriately considered.

Recommendations by Topics

1. **Clearly Defined Plan** **Projected Budget: No additional cost**

The plan should include the following: consistent implementation, high standards for student conduct, distinct and well-written standards, and clear consequences for (misbehavior) misconduct.

2. **Communications** **Projected Budget: Stationary and stamps (based on student population)**

Open communication with peers, administrators, students, parents and community members. Parents should know what their children are learning. Teachers should share information with other staff members.

3. **Parental Involvement** **Projected Budget: No additional cost**

Seek a collaborative "partnership" between parents and school. Visiting homes, contacting parents for positive and less positive communications, attending PTA meetings and scheduling conferences are ways of developing a collaboration.

4. **Enforcement of Rules** **Projected Budget: No addional cost**

The teacher shall give an orientation to students stating expectations and standards for acceptable behavior. He/she should consistently and fairly maintain the acceptable standards of behavior. Teachers need to be visible, positive, and caring role models as they enforce the rules.

5. **In-school Suspension and Expulsions** **Projected Budget: One certificated teacher and one instructor assistant**

Every school should have an adequately, well-designed In-school Suspension Program (find a new name to reflect that it is not a suspension).
There is need for permanent location in a building.
Waiver of Special Education Certification for educators so that Special Education students can be served in "Time-Out" rooms.

Personnel: Counselor, certificated educator, instructor assistant

6. **Visibility of Teachers** **Projected Budget: No additional cost item**

Teachers visibile in hallways between classes.
Demonstrate positive behavior towards other teachers. Operate as a team.
Volunteer for: after school detention -be responsible for 'entire school' not just personal classroom.
Positive role models - including positive body language.

7. **Incentives** **Projected Budget: $2.00-$3.00 per student**

Teachers need to develop a positive reward system, which includes reinforcement and recognition. Recognition should be timely and on-going. Verbal praise should be given appropriately (privately and publicly) when earned.

8. **Challenging Academic Program** **Projected Budget: No additional cost**

The instructional program should be academically challenging, interesting and rewarding. The focus should be on academics and not on discipline!

9. **Additional Support Staff** **Projected Budget: All schools should have appropriate staff**

All teachers must be supported by counselors, psychologists, home school coordinators in attending to the increasing social and emotional needs of students.

10. **High Expectations** **Projected Budget: No additional cost**

Teachers must communicate to students and parents the need for high academic and behavioral expectations. The teacher should modify his/her behavior so that the student learns. A strong classroom management and instructional plan will send the message.

11. **Cooperation** **Projected Budget: No additional cost**

Local school strategies and techniques should be designed to ensure that teachers are engaged in cooperative interactions with parents.

12. **Teacher and Student Conferences** **Projected Budget: No additional cost**

Teachers periodically meet with students to review academic progress, assess needs and develop next steps. Modifications are made with the student when it is deemed necessary. Teacher and student identify their various responsibilities.

13. **Teacher and Parent Conferences** **Projected Budget: No additional cost**

Teachers periodically meet with parents to review academic progress, assess needs and develop/modify/review the student's action plan. Future responsibilities are discussed and roles are identified.

TRAINING RECOMMENDATIONS

The survey allowed the subcommittee to clearly identify seven areas of training that we are recommending to the district. The major training areas and a description of each is delineated.

MANDATORY

Cultural Diversity Training

The district should provide mandatory training for all employees. The training should be tied to contract and/or position obligation that will effect salary.

The training will stress value systems of urban/suburban African Americans and Appalachians. Emphasizing our humanness and that we all have similar wants and needs.

Include the understanding that not all African American people share the same value system, just as not all white people have the same values.

Emphasize through training that all groups can be served, but there must be a 'common ground' that we can work on. All groups must understand that other groups exist and **none** is more important than the other.

BASED ON IDENTIFIED NEED

Classroom Management

Quality training must be realistic. Real urban problems and situations must be addressed.

Training must emphasize ways to model adult appropriate behavior and provide activities that show behavior that is unacceptable.

Educators must be trained to communicate to students what and why appropriate behavior is essential in the school setting.

Crisis Intervention

Training should focus on how to identify potential problems and what to do about them. Trainees should be made aware of available community resources for staff and parents.

In-School Suspension

Tell the purpose and share models and methods. Show what works and what doesn't work.

Use appropriate videos to show what works and what doesn't work.

Peer Mediation

Provide orientation about the purpose and nature of the peer mediation program.

Become familiar with how to start a peer mediation program to prepare student leaders who are 'on-call' to assist schools.

Parent Involvement

Develop strategies to work cooperatively with parents during school visits, conferences, PTA meetings, Open House etc.

Working Successfully with the "Severely Maladjusted Child"

Training will stress reentry strategies to be used for students who are socially, emotionally, behaviorally maladusted and who have been institutionalized (penal and mental).

G. Inhibitors/Enablers

The major inhibtors is the financial cost of the recommendations that have projected cost indicators. Any negative teacher and parent attitudes can be overcome by time and diligent effort.

D-PARENTS

RECEIVED
JUN 10 1992
AREA ASSISTANT SUPERINTENDENT

Final Report

Discipline and Truancy Improvement Team Parent Component

Submitted by:

Zakia McKinney, Urban League of Greater Cincinnati
Carol Burrus, Cincinnati Public Schools
Sandra Hendricks, Cincinnati Public Schools

June 10, 1992

The process utilized in the
deliverations of this committee was

Critical Thinking
Process to Positive
Goal Setting

Shared by Rev. Donald Tye of Hamilton
County Community Partnerships.

DISCIPLINE AND TRUANCY IMPROVEMENT TEAM
REPORT FROM THE PARENT COMPONENT COMMITTEE

Final Report Contents:

I. PURPOSE OF COMMITTEE

II. ACTIVITIES

III. STATEMENT OF NEED

IV. RECOMMENDATIONS:

- Building parent-teacher partnerships
- Establishing rights, roles, responsibilities of parents, teachers, administrators
- Communications
- Support Mechanisms
- Establishing accountability and clear policies
- Facilitating community-wide participation and school involvement

V. RESPONSES SHARED BY RESPONDENTS

- What parents say about schools and school discipline
- What parents say about other parents and discipline
- What parents say about school staff and discipline
- What parents say about youth and school discipline
- What parents believe should be included in a school discipline program

VI. INHIBITORS AND ENABLERS

VII. COMMITTEE MEMBERSHIP

STATEMENT OF NEED:

As a result of the research and work of this committee it is clear that discipline begins with school expectations of youth, home training of youth, teachers valuing youth and their cultures, teacher/principal perceptions of parents, teacher training and preparation, principal leadership in the school, agency services available to support youth and families, and fair processes in place to prevent and then to resolve conflict. Above all else, parents must be viewed as resources, partners, customers of schools, and welcomed team members. Schools must seek parents out with a new perspective of who parents are, what resources parents bring to the table, how to involve parents in a developmental way, and how to build and maintain trust between parents and school staff.

It is also clear that all strategies recommended and implemented for the Cincinnati Public School discipline plan must focus on ways to decrease suspensions and expulsions. As parents play a critical role as the child's first teacher and supporter, a variety of involvement methods must be implemented to assure the participation and ownership of parents in the schools. Some of these methods include:

- the follow-through and utilization of strong PTA and LSDMC groups in schools
- the securing of a parent educator for each school by PTA, and LSDMC, along with central office budget department
- the establishing of a mentoring program with parents and community persons, to work one-on-one with troubled students. This committee established by the PTA and LSDMC, will help to establish a caring relationship between child, parent and school
- the establishing, by the PTA/parent group, of an on-going communication system in concert with the school to assure prompt and consistent contact with parents. (Example - each teacher could have a "room parent" who would assist teacher in communicating to parents)

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DISCIPLINE AND TRUANCY IMPROVEMENT TEAM
REPORT FROM THE PARENT COMPONENT COMMITTEE

Chairpersons: Zakia McKinney, Urban League of Grtr. Cinti.
Carol Burrus, Cincinnati Public Schools
Sandra Hendricks, Cincinnati Public Schools

PURPOSE OF COMMITTEE:

The goal of the parent component committee is to build a framework for successful parent involvement and student success into the discipline process of Cincinnati Public Schools; the committee's goal is also to establish the necessary strategies in a parent component to insure that the framework and involvement becomes a reality.

ACTIVITIES:

To accomplish these goals, the committee took the following steps:

1) Researched successful discipline models from around the country. Forty-seven different models were researched including seven local Cincinnati schools, public and private.

2) Pulled out the key elements and strategies that are similar to those successful discipline models. Those key elements are reported in the body of this document.

3) Developed a survey including those key elements, and strategies. The opinion survey was distributed to 259 parents who shared their major concerns about discipline, the key elements needed in a discipline plan and the strategies needed for students' success in schools.

4) Developed a set of recommendations based on the research conducted, as well as the survey results.

RECOMMENDATIONS

1) The trust factor between parents and teachers must be bridged, and maintained. Therefore, the committee recommends extensive training in communication skills, cultural diversity, how to develop parent-teacher partnerships, peer mediation and conflict resolution for parents, teachers and students.

o Clearer, consistent communication must take place between schools and homes. According to the survey results, parents view teachers as uncaring professionals and teachers view parents as irresponsible and demanding. Both teachers and parents are vital links to fostering optimal learning environments inclusive of good discipline. To insure home/school partnerships, new trusting relationships must be built between home and school

o Parents must be given the opportunity to assess the "parent/family-friendly" status of their schools. An annual survey (Beyond the Bake Sale) should be given to parents of each school to assess the perceptions of parents. (Committee is not recommending continued use of the current survey administered to some parents and students). Otherwise, individual school sites will not be monitoring their progress towards making schools "parent/family friendly"

o The district's openness to community must be consistently demonstrated and evident. A community outreach plan must be developed by the district that is different than the district's current efforts which are ineffective, or barely responsive, at best. The district should have parents and community indicated on their organizational chart. The district should have a community affairs specialist who coordinates timely, effective linkages, responses, and strategies for community and parent involvement. The district must value and respond to the community once the community's input has been requested. Shared decision making is an example of ineffective community outreach. All of 28 weeks were sacrificed by parents and community members to develop a shared decison making plan. Yet, parents and community have still not heard from the district regarding the implementation of its requested recommendations. The district must establish a well-coordinated, holistic, "parent/family- friendly" outreach and intervention program to be instituted throughout the district.

o The Parent Center concept should be developed at each school. Each local school site should determine how to implement the concept.
Every site however, should have the center goal of identifying parents needs and providing training, information, and support through the centers.

o Public relations and marketing efforts should focus on the parents' perspective too. Materials sent to the public, (like the discipline plan, according to parents) that parents don't understand are a waste of time, money and public relations. Over 75% of the parents who responded to the survey stated that they did not know what the current discipline plan was or stated that the current discipline plan was not clear.

Costs:
Training - $110,000 (consultants, contractual basis)
Annual "Parent-Friendly Schools Survey" - $5,000
Community Affairs Director - $40,000/year
Marketing Materials - $30,000 (Executive on Loan)
Parent/family involvement specialists - $18,000/year

(Remember: We pay the cost now in dollars or pay the cost later in drop-outs, dead-beat schools, and disinterested parents)

2) Developing effective ways of establishing and balancing the roles, responsibilities, and rights of parents, teachers, and administrators must be developed. Therefore, the committee recommends training in role clarification and expectations, for parents, teachers and school administrators, and staff performance appraisals that include responsibility for parent and community involvement.

o school system must insure that the school response towards parents who are outspoken is a positive one. School system must insure that school response towards parents unsure of how to be involved is a positive one. All five levels of parent involvement (Beyond the Bake Sale) must be valued at local school sites.

o parent involvement cannot be fostered if all parents are not made to feel welcome into the school and its activities. Years of distrust and misunderstanding between school and home will necessitate parent involvement activities, training and outreach being initiated by school staff.

o parent responsibility, accountability, as well as parents rights must be defined, expected, and respected by teachers, principals and parents. Parents must be trained in how to be involved, how to parent, how to help youth with homework, what their rights are, how to use those rights, and how to train other parents in the same areas.

o principals must be held accountable for parent involvement activities in their schools. Principal performance appraisals should include a section of parent and community involvement efforts.

o teachers must be held accountable for parent involvement activities in their schools. Teacher performance appraisals should include a section on parent and community involvement efforts.

Costs:

Performance appraisals - minimal, inclusion of new section in appraisals
Parent Empowerment Training for staff and parents - $45,000
Role clarification, Expectations - United Way Training executive on loan
Parent Friendly Schools Training - minimal: brochure development....$8,000

3) A variety of communications with consistent, clear themes for parents and community as well as teachers about due process, rights, and viable options regarding discipline must be put in place. Over 75% of the 259 parents who responded were unclear about the current discipline policy, current appeals process, and the options for children who were perceived as being unfairly treated.

o Expand the available options for parents in the discipline process. Communicate to parents what the next steps are if they believe their child is being treated unfairly. Delineate the appeals process beyond the local school. (Ninety five percent of the respondents indicated that they felt children were being treated unfairly, treated with very little dignity or respect and/or punished inappropriately)

o Make the due process for parents clear, and clearly visible in all communications regarding discipline

o Develop and train staff in creative, varied strategies for handling crisis situations.

o Develop, define, and train staff in viable options and strategies for nontraditional situations in schools that staff might face (homeless, transience because of wife abuse, etc.)

o Communicate to parents and staff what steps are to be taken when parents are consistently unavailable.

Costs:

New discipline hand-out	$15,000	
Community forums - parent options	3,000	
Public Service Announcements	0	
TV promotion for "Putting Public back in Public Schools"	$10,000	(donated)

4) Establish support mechanisms for parents so that parents can effectively advocate for themselves and their children. Institute parent empowerment training for parents and staff. Parent empowerment training should be viewed as a way of supporting parents' efforts to meet the educational needs of their children. Schools should meet the developmental needs of parents no matter who they are through school visits, parent centers, orientation of new families, newsletters, and school evaluations.

o Develop a parent council for alternative dispute resolution.

o Include parents rights, due process in the discipline handbook and review with parents during orientation

o Mandate that parents, teachers, and students meet together for discipline issues

o Survey parents in challenges and needs and provide training and information in these areas through workshops, resource referrals, and parent centers

o Develop and effectively utilize collaboration and linkages with agencies to provide support services to school and the children and parents they serve

Costs:

Parent Council - minimal: can be organized at school sites

Discipline Handbook - $15,000

Parent Survey - minimal: can be newsprinted during parent group sessions

Parent Empowerment Training - $40,000

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5) Establish accountability throughout the system. Consequences must be fair, sensible, appropriate for the situation and clear throughout the system. Children must not be punished for inconsequential actions and should have an opportunity to be innocent until proven guilty. Thirty percent of the respondents wrote stories indicating how the discipline policy was resulting in youth being unfairly punished for doing the right thing or for minor behavior infractions. The category "disruptive behavior" needs much refining.

o Discipline policies and practices must be clearly defined. For example, as one parent aptly stated, "There is no discipline policy. The schools just suspend all the kids for 'disorderly conduct' - whatever that is". The term "disorderly conduct" must be clearly outlined so that it does not continue to be used as an excuse to suspend kids.

o The individual responsible for implementation of the discipline plan at each school site must be clearly identified.

o A method of monitoring the discipline system must be initiated. This method must include a priority for checking the process and making adjustments.

o Institutionally, every key group must buy into the issue of accountability to insure successful implementation of the policy. A system must be designed to measure how well a teacher is teaching and a principal is leading. Principals should be evaluated on their role in fostering a positive learning environment and their ability to support and motivate teachers. Parents must be involved early and consistently (see recommendations involving parents on previous pages).

o The district must be prepared to recognize the role that meaningless, fragmented instruction plays in undisciplined classrooms and school environments. The district must ensure that instructional programming is meaningful, dynamic, relevant, interactive, challenging and correlated across subject areas. The building of relationships between teachers and youth must be emphasized and taught. The district must also realize, more than anyone would like to admit, that everyone is not a teacher or administrator and that there are teachers and administrators who are in the wrong profession.

6) The school district must alleviate the fragmented involvement of segments of the community in determining school policies and the promotion of self-interest in determining school policies. The best interest of the kids must be the focus.

o the superintendent should develop a monitoring team to include all stakeholders (board, parents, teachers, unions, administrators, and community) that will develop and evaluate policies that determine academic performance and discipline of CPS students.

Cost:
$2,000 - a consultant to organize team and facilitate work sessions for the group

7) The following key elements included in successful discipline programs from around the country, should be clear and readily viewed in the CPS discipline plan, handbooks, orientation and policies.

- o Philosophy emphasizing:
    - -consistency of rules
    - -fairness in rule application
    - -alternative discipline techniques for students and parents
    - -proactive, developmental responses
    - -cooperation, respect, worth, dignity of students and families
    - -encouragement of growth
- o Clear, understandable board policy
- o Student/parent orientation
- o Handbook for parents and a newsletter
- o Staff and parent training
- o Evaluation and monitoring of program
- o Support systems for parents, students, teachers
- o Channels or student/parent input

LIST OF SOME RECOMMENDED RESOURCES

Center for Peace Education - Conflict Resolution and Peer Mediation

Cincinnati Business Committee - Executives on Loan

Lynch, Brown and Associates - Parent/Teacher Partnerships Training

United Way and Community Chest - Organizational Training

Urban League of Greater Cincinnati - Parent Empowerment Training

* School district should secure suggested and any other consultants on an as needed basis

RESPONSES SHARED BY PARENTS

Two hundred and fifty-nine parents responded to the survey administered by the Parent Support Committee. A sample questionnaire is attached to the back of this report. Responses shared by parents are divided into the following four categories:

1) What parents say about schools and school discipline
2) What parents say about other parents and discipline
3) What parents say about school staff and discipline
4) What parents say about youth and school discipline
5) What parents believe should be included in a school discipline program

Each of the areas and some of the corresponding input from parents in each of the areas is listed on the following pages.

Of the 259 parents, 52 or 20% were clearly identifiable as teachers, 152 or 58% were clearly identifiable as low-income, minority parents. Surveys were distributed and administered in small groups, community meetings, and by direct one-to-one contact by committee members. One month after the deadline date for receipt of surveys, parents were still calling in for surveys to complete. Each parent who requested a survey stated in some way that they felt this was the only effective avenue they would have to register their concerns with the current discipline plan and policy....though they felt this report would fall on deaf ears, too.

Parent Component - Discipline Team
Parent Responses

1. What parents say about schools and school discipline.

WHAT PARENTS SAY ABOUT SCHOOLS AND SCHOOL DISCIPLINE

QUESTION: What is your major concern, or challenge, if any, with the current discipline plan in Cincinnati Public Schools?

- discipline is decided by the school...parents are just "informed"...this plan seems different
- most elements may be in black and white but only "exist"; they are not implemented
- there is no enforcement or way to hold the board accountable or new practices
- offenses in recent discipline book are not clear
- current policies are inconsistent
- where is the positive reinforcement?
- who explains due process?
- no clear expectations and no positive learning environment...take candy from the positive rewards list
- some elements are being used (handbook, guidelines) but "people part" (support systems, training, growth, encouragmeent, etc.)is not operating
- those elements that exist are not being used
- could deal with mandatory suspension items in other ways
- dignity and encouragement are lacking in Cincinnati Public Schools
- policy currently in place does not address behavioral issues of root reasons or behavior or inappropriate consequences
- African-american culture is a target or truancy problems
- evaluation and monitoring is necessary
- in-school suspension should be for extreme consequences only; suspension or severe consequences and repeat offenders
- punishments must fit the crime
- behavior guidelines are not clear enough; especially or parents and students

o evaluation and monitorng must be consistent; readjustment must be allowed

o training is costly...can only be voluntary due to contract...PTA, LSAC can offer this inservice

o discipline is the first line of defense - rules are inconsistent

o no progress will be made until administrative policy and CFT contract complies elements and strategies

o current policies deal with schools' point of view only

o first focus should be on promoting good learning environment at school and home

o the current discipline plan is a major concern

o would like to find out more about the "policy"

o how a child is disciplined without breaking the child's interest in school

o do not like the suspension rule for 10 days

o policy is not completely followed

o current discipline plan does not deter discipline problems

o discipline must be constructive

o consistency across system

o penalties do not stop crime - learned good behaviors that are taught do stop discipline problems

o there is really no discipline, they just suspend the kids

o current discipline p lan is not doing the job

o what is "good discipline"?

o current discipline does not work

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Parent Component - Discipline Team
Parent Responses

2) What parents say about parents, community and discipline.

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WHAT PARENTS SAY ABOUT THE INCLUSION OF PARENTS IN DISCIPLINE PROCESS

QUESTION: What suggestions, elements, or strategies would you like to see included in this parent component for discipline? What role should parents play in the discipline plan of Cincinnati Public Schools? How and when should parents be involved in the discipline plan?

o parents are not made to feel as if they are welcomed - they are unwanted intruders; parents who voice their opinion are troublemakers

o need more input from parents than what exists now

o educate parents who are reluctant to get involved

o require parents to attend conferences or meetings

o parents are excluded from involvement in the system

o parents should be team members on local scool discipline committees

o parents need to clearly, specifically see the discipline procedures that are followed; this is not clear currently; only small section on "due process" included in school information; what are the specifics on penalties, appeals process, etc.?

o currently parent participation is only mentioned in suspension code under "due process" which is very brief

o include parents from the beginning, in all aspects of the discipline

o more input is coming from the business community than from the parents who have children in CPS

o mandatory meeetings for parents when student joins an extracurricular activitiy is necessary

o involve parents from the outset, regardless of problem

o involve parents in positive ways, not just negative ways

o this plan gives lots of ways/opportunities for parent involvement

o parent contract is needed

o how do parents know what to do or where to go

o what recourse does a parent have if they know their chiild is being treated unfairly?

WHAT PARENTS SAY ABOUT PARENTS, COMMUNITY, AND DISCIPLINE

QUESTION: What is your major concern or challenge, if any, with the current discipline plan in Cincinnati Public Schools?

o voice of the parent is not heard

o mandatory conferences should be required

o where is the consideration for the low socioeconomic groups.... where is the outreach?

o attitudes, expectatioins from teachers and parents must change

o parents don't know their responsibilities

o parents will not participate

o surveys and all-day orentation is unrealistic and burdensome for parents; the more written materials given to parents, the more they tune out

o the community at large, not the schools, should train parents

o parents should be more involved

o parents should always be called

o the way parents are talked to

o some parents don't care; some parents are the problem

o lack of discipline at home - are parents asked to discipline child at home

o immediate parent input is a necessity

o parents should be more involved

o parents are not made to feel as if they are welcomed - they are unwanted intruders; parents who voice their opinion are troublemakers o requiring conferences is ridiculous and unrealistic; parents work and employers do not give them the time off to attend conferences

o parents and school administrators should support each other

o parents should be involved from the beginning (not including parents from CPS payroll)

o open communication between school and parent is needed

o how will we involve parents? parents most in need of training will not come....think it is more rhetoric

o parent responsibility must be explained

o parent should be informed on a regular basis of academic and behavioral progress of child

o parents should be helping shape the guidelines and policies

o are the parents being notified?

o parents should play the part of parents, not the part of administrators

o parents would like to participate completely

o parents should help develop the plan

o parents should have conferences with teachers every month

o each parents should spend one day at school observing the classroom

o parents should train children on good behavior

o parents should prove that they discipline their children at home

o parents should be highly involved in design and implementation

o parent involvement is crucial

o schools must encourage parent involvement

PARENTS continued...

o parents should respond

o channels for parent input is great

o parents would like to have an opinion in the matter of discipline

o parents should be involved in a decision before action is taken

o parents should be involved now

o there are parents who want to be involved who are let down by the school

o mandatory day for parents to teach them parenting skills ...there should be tips given consistently

o provide transportion for parents to make school conferences - parents don't have money for bus, etc.

o have open house with transportation provided once per quarter

Parent Component - Discipline Team
Parent Responses

3. What parents say about school staff and discipline.

WHAT PARENTS SAY ABOUT SCHOOL STAFF AND DISCIPLINE

QUESTION: What is your major concern or challenge, if any, with the current discipline plan in Cincinnati Public Schools?

- teachers/administrators must respect students
- teachers are wary of parent involvement at upper grade levels
- parents, teachers, students only get together or problems
- lack of skilled professionals
- adults don't follow rules, why should students?
- all stakeholders must believe they have an equal part to play
- no teacher or principal should be allowed to hit a child

Parent Component - Discipline Team
Parent Responses

4) What parents say about youth and school discipline.

WHAT PARENTS SAY ABOUT YOUTH AND SCHOOL DISCIPLINE

QUESTION: What is your major concern or challenge, if any, with the current discipline plan in Cincinnati Public Schools

o there is no recourse for the child in discipline procedures and no cooperation at the individual schools

o fairness of the system is sporadic. This is all rhetoric unless it addresses this issue

o cooperation, respect, self-worth, and dignity of students is not consistently evident

o children should be disciplined, not stripped from learning

o discipline is administered in ways that strip the child's self-esteem

o negative approach of teachers to children regardless of rules or guidelines

o discipline is inflexible: student throws away a joint ofered to him. School suspends student for "possession" even though student was refusing drugs and preventing others from using them.

o discipline is applied unfairly..every student not treated fairly: two fights between white students, one between black students. White students get 5 days; black students get 10 days

o safety

o don't want my child shot or stabbed

o too students are being expelled

o how do you punish "equally"? If one child hits another child, why are both suspended?

o Children who have been in trouble are automatically blamed when problems arise

- parents and students are treated like second class citizens regardless of rules set up
- negative approach of teachers to children regardless of rules or guidelines
- some children don't seem to care
- students don't understand the policies
- number of kids being suspended
- fair play for all involved
- not enough caring for students...don't approve of how current plan is being administered
- safety of students
- disparity
- safety of my child
- attendance

Parent Component - Discipline Team
Parent Responses

5. What parents believe should be included in a school discipline program.

DISCIPLINE AND TRUANCY IMPROVEMENT TEAM
PARENT COMPONENT

The parent component committee members researched 47 different discipline plans from around the country. The research assisted the committee in ascertaining what common or key elements existed in successful discipline plans in other cities and states. Listed below are those common or key elements. On the following pages, the input of parents on each of the key elements below is outlined.

Key Elements

o a philosophy emphasizing:

- -consistency of rules
- -fairness in rule application
- -alternative discipline techniques or students and parents
- -proactive, developmental responses
- -cooperation, respect, worth, dignity of students and families
- -encouragement of growth

o clear behavior guidelines

o clear understandable board policy

o student/parent orientation

o handbook or parents and a newsletter

o staff and parent training

o evaluation and monitoring of program

o support systems for parents, students, and teachers

o channels or student/parent input

WHAT PARENTS SAY ABOUT PHILOSOPHY:

QUESTION: What is your opinion of the above listed element? Are these elements any different that what currently exists?

- do not administer discipline in ways that strip children of their self-esteem
- kids need to stay in shool...out-of-school suspension puts them farther behind
- institute "progressive discipline" to nip problems in bud before suspensions and expulsions occur
- do not administer discipline in ways that strip child of their self-esteem
- main office should be cordial - a smile is free
- model other programs like Shroder Padeia
- peer counselors are needed
- various cultures, backgrounds, families, socioeconomic status must be considered
- more role models
- require parents to attend school with child for 2nd suspension
- put more emphasis on rewards for appropriate behavior
- take some activities away from child who has a discipline problem

WHAT PARENTS SAY ABOUT CLEAR BEHAVIOR GUIDELINES

QUESTION: What is your opinion of the above listed element? Is this element any diferent than what currently exists?

o much of what is spelled out in code of conduct is rarely adhered to

o there is lack of consistent enforcement of the discipline rules

o consistency of rules doesn't currently exist

o there is lack of consistent enforcement of the discipline rules

o clear behavior guidelines and clear policy elements and ideas sounds like legal documentary to protect administrators and teachers

o have mandatory saturday school classes for children

o system wide plan such as this with flexibiliity at each school; there is too much flexibillity at the top

o district-wide consistency with local school flexibiliity in strategies is a must

o mandate that teachers complete lesson plans and give to parents on a quarterly basis; mandate that teachers notify parents regarding problems if grades/behavior are under a "C"way before report cards are due, or six weeks are up

o mandatory expulsion of 16 year olds

o kids over 16 who are unmotivated should be denied a free education

o need clear, shared vision among staff of what is needed for kids to develop into young adults

o consistency in policies with flexibility in strategies used is essential

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GUIDELINES CONTINUED:

- at appeals hearing, all should be present (parent, teacher, and student)
- all teachers should call students' parents twice a quarter
- suspensions are given with little or no input from student
- take some activities away from children who have a discipline problem

WHAT PARENTS SAY ABOUT CLEAR, UNDERSTANDABLE BOARD POLICY:

QUESTION: What is your opinion of the above listed elements? Are these elements any different that what currently exists?

o district-wide consistency with local school flexibility in strategies is a must

o mandatory expulsion of 16 year olds

o kids over 16 who are unmotivated should be denied a free education

o consistency in policies with flexibility in strategies used is essential

o each parent should spend 1 day at school observing the classroom

o policy does not take into consideration "reflecting the needs and welfare of children"

o board policy should strongly relect parent involvement

o at appeals hearings, all should be present (parent, teacher, and student)

o take some activities away from children who have a discipline problem

o clear guidelines and clear policy are different than what currently exists

o board policy should strongly relect parent involvement

/

WHAT PARENTS SAY ABOUT STUDENT/PARENT ORIENTATION

QUESTION: What is your opinion of the above listed element? Are these elements any different than what currently exists?

o where and when would the student/parent orientation be held?

o will the student/parent/teacher orientations be held at the local school or district-wide?

o not sure about orientation

o orientation exists now

o most elements exist now but are not applied, used consistently, or explicitly stated

o orientation should be done at school level, not districtwide

o personal contact with with family of new enrollees

o new enrollees should receive a packet from their school with expectations (what school expects of parent...what parent can expect from school)

o parents sign a discipline and involvement contract

o all students attend a mandatory first day session on behavior and discipline

o all parents get mandatory parenting and parent responsibility classes...can be on the same day as students'orientation

WHAT PARENTS SAY ABOUT A HANDBOOK FOR PARENTS AND A NEWSLETTER

o the more written materials given to parents, the more they tune out

o handboook should include alternatives to suspension and expulsion

o newsletter is a waste since parents lack parenting sills and won't read newsletter

o all students should attend a mandatory first day session on behavior and discipline; parents orientation can be held on the same day

o 1/3 of respondents felt newsletter was a bad idea; 1/3 liked idea if discipline tips were included; 1/3 questioned how a newsletter would be useful

WHAT PARENTS SAY ABOUT STAFF AND PARENT TRAINING

QUESTION: What is your opinion of the above element and suggestions? Are these suggestions any different than what already exists?

o teachers, parents, and students need conflict resolution

o sensitivity training of staff should be tied into principals' and teachers' performance reviews

o need multi-cultural and sensitivity training

o cultural diversity training (extensive for teachers; provided for students, given to parents at parent centers)

o training, monitoring, evaluation and modification are critical

o parent training

o training for staff is essential

o parents train other parents in implementing policies

o mandate training

o analysis of teachers with most suspension/expulsion referrals - give them additional instructional techniques

o parent sensitivity training

o need education in cultural differences

o training is critical

o form parent-teacher partnerships to improve relationships

o student training in cultural diversity

o need ways to lessen the animosity between parent and teacher

o cultural diversity training for all

o cultural awareness must be addressed

o staff sensitivity training is a must - teachers don't know to leave students room to handle a situation or get out of it with dignity

o parent training should include 30 second TV promotions modeling good parenting skills for viewers

STAFF/PARENT TRAINING Continued:

o training programs should be at each school

o train parents and staff in parent-school teamwork

o staff and parent training should be done at school building level; so should evaluation and monitoring

o parents should train children on good behavior

o include specific examples of discipline problems in parent-teacher training

o train parents, teachers, students in mediation

o staff must have skills to work with parents in the home

o each parent should spend one day at school observing the classroom

WHAT PARENTS SAY ABOUT SUPPORT SYSTEMS FOR PARENTS, TEACHERS, STUDENTS

QUESTION: What is your opinion of the above listed element? Are these suggestions any different than what already exists?

o need programs that give additional help to students in trouble

o develop a parent council with representatives from each mini-district sitting on the council

o parent/staff communicate before problem

o newsletter is a waste since parents lack parenting skills...won't read newsletter

o more psychological services

o involve social service agencies currently working with families

o more communication - some parents can't read

o parent advocates trained to resolve problems: groups of parent advocates meeting weekly to hear cases from parents, teachers, and students. These advocates decide the cases. Students can opt to serve suspension and sign the cases. Students can opt to serve suspension and sign form to forfeit meeting with paraent/teacher/student. No paid CPS people could serve on this decision making body

o give free lunch to parents who work at school (or Kroger coupon) in maintenance, clean up, windows, etc.

o provide youth 3 day training

o parents should be made aware of support systems available to them before problems arise

o more help for students who do poorly

o there should be more efforts made on part of parents to promote positive learning environments

WHAT PARENTS SAY ABOUT EVALUATION AND MONITORING

QUESTION: What is your opinion of the above listed element? Are these elements any different than what currently exists?

o monitoring and evaluations are critical

o get rid of all ineffective administrators, teachers

o delelop surveys that make sense; current merit school survey is ridiculous

o evaluation process is critical

o all teachers should call parents twice a quarter

o parents need to know exactly what the child is doing every so often

o more conferences with parent, teacher, student

WHAT PARENTS SAY ABOUT CHANNELS FOR STUDENT/PARENT INPUT:

QUESTIONS: What is your opinion of the above listed element? Are these elements any different than what currently exists?

o schools should have local building appeals committees that parents serve on

o let parents be deciding factor for border line offenses

o enlarge the role of parents

o involve parents, community in appeals process...not just members of education center and police

o mandatory conferences only if teachers are willing to meet at night or on Saturdays

o parents, teachers, students mandatory conferences

o mandatory conferences are problematic

o more must be done to involve parents

o parent guided, peer-review disciplinary centers

o require mandatory conferences

o each parent should spend 1 day at school observing the classroom

o have parents more involved with teachers, so both are woring together with each other

o channels for parent input is great

o this plan gives losts of ways/opportunities for parent involvement

o channels for parent input: what about communication between parents and teachers...this must be promoted and facilitated

OTHER COMMENTS SHARED BY PARENTS:

- do not administer discipline in ways that strip the child's self-esteem; let children understand that there are other ways to stay in school...don't just suspend the kids...try to keep the kids

- schools don't know what's going on. Parent caught their own child skipping school; parent called school to check on child and school reported that child was in school that day when child was at home with parent

- parent training: parents should be trained to hear both sides of issue...not just take child's side

- teachers should get classes in how to motivate students without ridicule or punishment

- bus drivers should be courteous and on time

- truant officers are needed

- teachers just don't care; some are tired and frustrated and just don't belong in the teaching profession

- children feel that teachhers don't care anything about them

- kids who have previously gotten into trouble are automatically blamed

- need more skilled professionals with social skills, morals, and teaching ability

- need dress code for teachers...teachers wearing short dresses displaying private parts

- how do you know teachers are trying to reach parents? teacher told parent she had called parent...parent had an answering service; send certified letter to prove school has truly tried to get in contact with parent

- if child is disliked by teacher, child is automatically picked on and punished

- some teachers badger the child until self-esteem is low

- teachers are wary of parent involvement at all levels

- schools don't show initiative or caring for children

- use other social service agencies to make parents responsible

ROLES:

The role of parents in improving discipline and truancy is Cincinnati Public Schools is as follows:

1) Parents are supporters of their children's educational careers. Once empowered or enabled to assist children in a variety of ways, parents should seek additional skills, information, or avenues of supporting the school in return.

2) Parents are willing trainees, willing to learn on a step by step basis, how to better the educational experience of their children.

3) Parents are trainers, willing to be trained to assist other parents in how to assist their youth

4) Parents are evaluators, ready to give input and constructive criticism on ways to improve upon current school practices

5) Parents are valued resources, available to assist the school in a variety of ways, or to learn the ways to better assist the schools that serve their youth

6) Parents are team players, willing to understand the role of school staff and to value the skills and resources teachers, administrators, and schools play in the education of their youth

7) Parents are demonstrating their responsibility in preparing their children for school; exercising their legal rights for a sound educational experience for their child; involved in some way in the school serving their child; and prepared to effectively advocate for themselves and their child

8) Parents are prepared to seek and utilize the support mechanisms made known and available to them to improve their self-development as well as their child's

9) Parents are decision makers, implementors, evaluators, critics, and supporters of the policies and practices involved with discipline in Cincinnati Public Schools

INHIBITORS AND ENABLERS:

Inhibitors:

a) the limited availability of focused expertise in the area of parental empowerment; the immediate need for training in parent empowerment and training for parent involvement specialists

b) parents' overwhelming opinion that the Discipline and Truancy team is "just another committee that will do nothing but meet and give a nice report" ....and that the district is "not going to change anything"

c) galvanizing parents to take action to change and support their schools

d) educator's low expectations for kids and their families because educators blame the parents and community for the school children's lack of learning

e) enabling educators, parents and students to see that each group needs the other, (and each group is valued) to insure the academic success of youth.

f) assuming that student behavior is always the students fault

g) valuing the benefits and outcome of parent involvement enough to allocate the necessary dollars to develop it and hire the necessary staff to maintain and promote it

h) the educational community's disdain for outspoken and/or low income citizens gaining access to school policy making on behalf of their children

i) the culture of schools that does not allow for school staff or administrators to make mistakes, evaluate current practices, and make changes based on lessons learned and evaluations conducted

j) school goals for parent involvement that are not supported by the necessary dollars and personnel involvement efforts that are not coordinated and thus doomed to make virtually no (or very limited) impact and to make very little difference

k) the lack of training of staff in how to develop trust, communication and relationships with parents who come from diverse backgrounds

l) understanding that parent involvement in the CPS discipline plan will take time...will not happen overnight
m) no current movement on local shared decision making

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Enablers:

a) commitment by district to support parent involvement with human and financial resources

b) commitment by district to decrease the numbers of suspensions and expulsions by recognizing parents as a resource, and valuing their input enough to make necessary changes

c) commitment by district to provide training to facilitate better communication, understanding and value of roles among parents and teachers

d) results of survey administered to 259 parents indicating the concerns, and suggested strategies of parents regarding discipline in CPS

e) availability of service providers and trainers to facilitate parental empowerment training, parent-teacher partnership development training, conflict resolution and peer mediation training

f) 52,000 kids who deserve educational success which can be fostered if schools initiate parent outreach efforts that are effective

g) the Student survey results that support the findings of the parent survey

h) the new school reorganization into 9 mini-districts

i) a community affairs slot in the new organizational chart for Cincinnati Public Schools

j) the availability of a training and staff development employee with Cincinnati Public Schools

k) the implementation of the Locals Shared Decision Making Committee in Cincinnati Public Schools that will demonstrate that the district values and acts on valuable input of parents and community persons

What's different about these recommendations based on what is already in existence with Cincinnati Public Schools?

Out of 259 parents, 238 or 92%, felt that the key elements suggested in the survey for a discipline plan were different. The remaining eight percent stated that although some of the key elements were similar to current CPS activities, the implementation or follow-through of these elements were not in existence.

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March 12, 1992

Dear Parent or Community Representative,

Attached is a collection of ideas for parent involvement in school discipline for Cincinnati Public Schools. These basic ideas have been pulled together by a committee of fourteen people. Eight of these members are parents.

We need your input. We are asking that you review the basic ideas in this document and answer the following questions for us based on your perspective as a parent of children in Cincinnati Public School district.

Please return your answers and comments to the committee person who shared the document with you. OR, send your comments and answers to: Zakia McKinney, Urban League, 2400 Reading Road, Cincinnati 45202 by March 20, 1992.

Your input is critical to the success of this process. We thank you in advance for your valuable time and input.

Sincerely,

Parent Component Committee
Discipline and Truancy Improvement Team

PARENT COMPONENT
DISCIPLINE AND TRUANCY TASK FORCE

BASIC OVERVIEW OF THE COMMITTEE:

The goal of the parent component committee is to build a framework for successful parent involvement and student success into the discipline process of Cincinnati Public schools; the committee's goal is also to establish the necessary strategies in a parent component to insure that the framework and involvement becomes a reality

To accomplish these goals, the committee decided to take the following steps:

1. Research successful discipline models from around the country

2. Pull out the key elements and strategies that are similar to those successful discipline models

3. Share those basic elements and strategies with at least 120 parents to secure strong parent input before a new model is formed

4. Use the input of parents to shape a strong parent component for the discipline plan for Cincinnati Public Schools.

5. Incorporate prevention-based solutions for the current challenges and concerns regarding parents and school discipline and insure that these are included, where appropriate, in the final plan.

When this committee has finished its deliberations, the final document will be reviewed by the four co-chairs of the Discipline and Truancy Improvement Task Force. These co-chairs will coordinate the plans of 11 other sub-committees into a new discipline plan for Cincinnati Public Schools. That plan will then be shared with the Board of Education.

The attached pages contain the basic elements and strategies for parent involvement in discipline and the questions you will need to answer to assist us in our deliberations. Once again, thank you for your time and input.

KEY ELEMENTS TO CONSIDER FOR A CINCINNATI DISCIPLINE MODEL FOR PARENTS

Any discipline guidelines for parents should include the basic elements listed below:

o clear behavior guidelines

o clear understandable board policy

o student/parent orientation

o handbook for parents and a newsletter

o staff and parent training

o evaluation and monitoring of program

o support systems for parents, students, and teachers

o channels for student/parent input

o a philosophy emphasizing:

  -consistency of rules
  -fairness in rule application
  -alternative discipline techniques for students and parents
  -proactive, developmental responses
  -cooperation, respect, worth, dignity of students and families
  -encouragement of growth

What is your opinion of the above listed elements?
Are these elements any different than what currently exists?

KEY ELEMENTS - PARENT COMPONENT

There are some general ideas that should probably be included in each of the key elements listed on the previous page. These general ideas are listed below under each element.

Clear Behavior Guidelines:

- clear expectations of students, parents, teachers staff and principals
- expectations for behavior that builds a positive learning environment
- a clear outline of rewards and benefits of appropriate behavior
- clear outline of penalties that may be imposed for misbehavior
- provision for district-wide consistency in dealing with student discipline

Clear, Understandable Board Policy:

- policy should reflect the needs and welfare of children
- policy should promote measurable accountability for parents, children, and staff
- policies should include language that promotes home-school involvement and parent-school partnerships
- policies should be basic and broad, and provide flexibility at local school level regarding alternative discipline strategies

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What is your opinion of the above elements and suggestions? Are these suggestions any different than what already exists?

KEY ELEMENTS - PARENT COMPONENT

Channels for Parent Input:

- o establish consistent, varied ways for parents to provide input to discipline policies, practices and procedures
- o use parent center, parent advocates to secure input
- o use mentors, counselors to secure parent input
- o use surveys to secure consistent parent input
- o secure input at parent meetings in consistent fashion (parent groups, PTA, LSAC, booster)
- o use parent assistants
- o require mandatory, consistent conferences

Orientation:

- o Student-Teacher-Parent Orientation: use an in-service day to have the orientation; include luncheon or dinner
- o involve community in orientation (community council. churches, senior citizens, extended family)
- o be sensitive to multi-cultural and educational backgrounds and levels

Newsletter:

- o will include study and discipline tips
- o will leave space for individual schools to add specific items for their school
- o new enrollees for a school will get a packet with handbook, newsletter, folder with school calendar

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What is your opinion of the above elements and suggestions? Are these suggestions any different than what already exists?

Staff and Parent Training:

- o staff sensitivity training - before school begins (in-service); needs to be positive
- o parent center in every school with a paid worker
- o sensitivity training for parents
- o referral system - parent directory, social workers, etc.
- o after these training sessions, parents and teacher need to come together for future planning/training

Evaluation:

- o local school councils can report quarterly to lead principals regarding their progress and accomplishments towards discipline plans; use of parent input channels should be made in order to complete the progress report
- o evaluation should include tracking of results and appropriate recommendations for improvements where needed (again, use of parent input channels will be necessary)
- o evaluation can include goals with specific and measurable outcomes

Support:

- o develop a parent involvement process that promotes the teaming between parent/student/teacher to be facilitated by parent coordinators; parent coordinators should be paid parent or community members

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What is your opinion of the above elements and suggestions? Are these suggestions any different than what already exists?

THANK YOU FOR YOUR INPUT!!!!! PLEASE WRITE YOUR NAME AND ADDRESS BELOW SO WE CAN NOTIFY YOU ONCE A FINAL DOCUMENT HAS BEEN COMPLETED.

PARENT COMPONENT - DISCIPLINE TASK FORCE QUESTIONS

1. What is your major concern or challenge, if any, with the current discipline plan in Cincinnati Public Schools?

2. What role should parents play in the discipline plan of Cincinnati Public Schools? How and when should parents be involved in the discipline plan?

3. Do the basic elements and strategies contained in this packet resolve your major concerns or challenges listed in question number 1? Yes___ No___ Why or Why not:

4. Do the basic elements and strategies contained in this packet allow parents to play a role in the discipline plan as you indicated in question number 2? Yes____ No____ Why or Why not:

5. What suggestions, elements, or strategies would you like to see included in this parent component for discipline?

E-STUDENTS

D-93-

Final Report

Student Sub-Committee

Discipline And Truancy
Improvement Team

Cincinnati Public Schools
June, 1992

Discipline And Truancy Improvement Team
Cincinnati Public Schools
Student Sub-Committee
Final Report

I. Membership:

Deanna	Baker	Student, Bramble Elementary
Marion	Bohanon	Student, Porter Middle School
Deborah	Bruce	Evaluation Department
Amanda	Cox	Student, Bramble Elementary
Jennifer	Cromer	Student, Withrow High School
Carol	Davidow	American Youth Foundation
Daniel	Frazier	Student, Taft High School
Ed	Hann	Teacher, Porter Middle School
Sara	Krailler	Teacher, Withrow High School
Louise	Mandell	Secondary Student Diagnostic Center
Kevin	Marshall	Student, Withrow High School
Mary	McCoy	Center For Peace Education
Helen	Rindsberg	Liaison, Education Center
Eugene	Smith	Assistant Principal, Gamble Middle School
Patricia	Sullivan	Teacher, Bramble Elementary
Jim	Walker	Parent
Shoshana	Withnell	Student, Woodward High School

II. Statement Of Need:

The Student Sub-Committee surveyed over 800 students in grades 5 - 12 in 19 district schools. The students were asked to identify what they perceived as the major causes of discipline and attendance problems and to identify what will help students once rules have been broken. The results reported below are generally true of students in all grade levels. They also are generally true for students on honor roll and/or with good attendance and students who have been suspended and/or truant.

1. The teachers are the top two causes of discipline problems identified by the students: teachers don't listen to or respect students.

2. Three of the five top causes of discipline problems identified by the students involve their fellow students: students encourage others to misbehave, don't know how to resolve problems peacefully, and don't respect each other.

3. The top cause for attendance problems is that students don't care about school. The sub-committee concluded that one reason for this problem could be that students with attendance problems do not form strong relationships with the adults or fellow students at their school. Family situations also adversely affect students attitudes towards school.

4. Three of the other top causes for attendance problems relate to problems outside of the school - students with alcohol or drug problems, parents who don't care and family problems, especially teen pregnancy and child care needs.

Full results of the student discipline and attendance surveys can be obtained from the sub-committee liaison by calling 369-4792.

III. Purpose:

The Sub-committee is recommending student programs and student and teacher training which will improve discipline and attendance. The major goal is to improve the learning climate of the schools and assist students with problems which adversely affect discipline and attendance. The outcome will be that the number of suspensions and expulsions are reduced and more students attend school every day ready, able and willing to learn.

IV. The Role of Students In Improving Discipline And Attendance:

The Sub-committee recommends that the Board Of Education adopt the following Students Rights And Responsibilities as a policy for the district. This policy will form the foundation for all decisions regarding student and teacher programs and training for any purpose - ie. discipline, instruction, classroom management. It will guide all local school Discipline Committees as they work toward making the vision of the Discipline And Truancy Improvement Team a reality.

Students' Rights And Responsibilities

In order for schools to accomplish their mission of educating our community's children, every student has basic rights and corresponding responsibilities:

1. The right to a quality education which will prepare them for a productive future and the responsibility to attend school every day, on time, and prepared with all materials and assignments.

2. The right to be treated respectfully as an individual and the responsibility to treat with respect all fellow students, staff members and other people in our diverse school community.

3. The right to a safe and orderly learning environment and the responsibility to behave in a manner that contributes to the safety and orderliness of the learning environment.

4. The right to develop their own personality and talents and the responsibility to strive for success in all academic and other school related activities.

V. Activities:

The sub-committee reviewed a wide range of data from the Evaluation Department on the special student discipline and training programs already in the schools, the discipline rate at each school for 1st and 2nd quarters 1991-92 and the 1990-91 discipline rates. Members also considered the recommendations from the C.F.T. for improving discipline and the results of the 1990 and 1991 Annual Student SIS Surveys.

With this information as background, the sub-committee designed a focus group process for collecting ideas from students at 22 selected schools. The focus groups were run during the week of March 30 - April 2. The sub-committee reviewed the ideas from all focus groups and then developed two computer scored surveys with the help of the district's Evaluation Department. The surveys, one for discipline and one for attendance, were administered to students at nineteen schools during the week of April 20 - 23, with 813 surveys completed. The committee reviewed the results of the surveys and made their recommendations based on those findings and its other research.

VI. Recommendations:

A. Prevention

1. Six Hours Inservice For All Teachers: To address the important role that teachers play in managing student behavior, the sub-committee recommends that all schools will use the six hours of paid time set aside in 1992-93 in the teacher contract for the third day of inservice for training focusing on improving discipline and attendance. The topic of training chosen would be based on a needs assessment conducted by the staff at each school.

Those schools named in recommendations 2 and 3 would use the time for the first six hours of the training suggested below.

Budget: The teachers' time is already budgeted in the third inservice day specified in the teacher contract. The budget needed would pay for consultants and trainers to conduct the program chosen by each school. There would be $300 per day per trainer available to all schools. Those schools with large staffs would need more than one consultant, so that training sessions are small and meaningful discussion is possible. Estimated cost: $60,000.

2. Cooperative Discipline Training: This training program shows teachers how to intervene quickly and effectively at the moment of misbehavior. The premise is that students are responsible for their own behavior and by speaking to students with respect, teachers help develop students' self-esteem and cooperation. Parents and students are included in the building of school action plans.

Cooperative Discipline Training will be provided in 1992-93 for all schools with grades 7 and 8 (18 schools, see below). Fifty percent of the discipline problems occur at grades 7 and 8, but that's only 15% of the student population. This 20 hour training program will include all staff members. Trainers will be from the Center for Peace Education. In 1993-94 Cooperative Discipline Training should be provided for all high schools.

Woodward High School is currently training one 9th grade team in Cooperative Discipline.

Neighborhood Middle Schools: Bloom, Crest Hills, Dater, Gamble, Merry, Peoples, Porter, Schwab
Alternative Schools: CAPE, CBA, Eastern Hills, Heinold, Roberts Paideia, Roselawn Condon, SCPA, Shroder Paideia, Walnut Hills, Woodward CAMAS

Budget: The cost for teacher time for the first six hours of training is budgeted in the third inservice day. The cost for the remaining 14 hours for 496 teachers at 18 schools will be approximately $152,400 including fringe benefits. The cost for the trainers from the Center for Peace Education will be $7,500 per school to train their 7th and 8th grade teachers, administrators and staff members; $135,000. For the 18 schools, the total cost will be $287,400.

3. Students Creative Response To Conflict: This training program for teachers and students is based on classroom activities that build self-esteem and appreciation for personal and cultural differences. It develops teachers' and students' skills in communication and cooperation, and provides students with the skills necessary to discuss conflict and manage it with nonviolence and respect. There is a four hour overview and 18 hours of teacher training in groups of twelve. Then trainers work one-on-one with each teacher, co-conducting the lessons and in private consultation with the teacher.

The training program will be provided in 1992-93 for the five elementary schools in the pilot mini district and five volunteer schools. The teachers will integrate the lessons into the Language Arts and Health curriculum at grades 4 - 6. In 1993-94 the program should be expanded to as many elementary schools as possible.

SCRC training has been completed at Carson and Sands. An introduction to SCRC has been presented at: CBA, Hays, Kilgore, Millvale, North Avondale, Parham, Rockdale, and Rothenberg.

Budget: The budget for 16 additional hours of teacher training time (in addition to the third inservice day) for 132 teachers (grades 4 - 6) will be $46,745 which includes fringe benefits. The cost for trainers from the Center for Peace Education will be $87,700. The total cost for the ten schools will be $134,545.

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4. Expand the Teacher Peer Assistance And Appraisal Program: The teacher is the foundation of every effective school. The quality of instruction and interaction in each classroom determines the quality of the learning environment. Even after implementation of the recommendations of the Discipline And Truancy Improvement Team, it is expected that there will be ineffective teachers in our schools. The sub-committee recommends that the Peer Intervention Program be expanded so that more ineffective teachers are identified and assistance is provided to help them improve their performance or they are terminated.

Budget: Each consulting teacher costs an average of $56,600 (including fringe benefits) and serves 9 teachers in the intervention process.

5. Mental Health Counseling: This should be available at all times in every school, not just those with a Health/Wellness Coordinator or a Student Assistance Coordinator. Currently in CPS the emphasis of the counselor's job is on guidance, which is very different from mental health assistance, especially prevention and education. If existing school counselors are to provide this service, this means that the role of the counselor in CPS should be changed and significant training and retraining will be required.

Until the Student Assistance Program can be expanded, the sub-committee has two suggestions: 1) the district could recruit retired persons to volunteer to provide mental health services; they will need to have the proper training and screening; 2) clerical staff could be hired to handle some of the counselors' paperwork, freeing them for mental health counseling.

The status of the Health/Wellness Coordinators for the 1992-93 school year is uncertain at this time. Some personnel have been surplused.

Budget: This would depend on the option chosen by the district. An approximate cost for each Student Assistance Coordinator is $45,000 (including fringes).

6. Peer Mediation: To address students' reports that they do not know how to resolve problems peacefully and that students do not respect each other, the sub-committee recommends the expansion of this program. Peer Mediation is, in some ways, a form of the Student Court that survey results indicate students favor. Peer mediation builds students' self-esteem and shows them they are their own best problem solvers. Peer Mediation is a six step process that is taught to students who then become peer mediators. When conflict occurs between students, they meet with the peer mediators who help the students in conflict find a creative, mutually agreeable resolution to their dispute. Three of the eighteen schools with grades 7 and 8 now have the peer mediation programs. This should be expanded to the remaining 15 schools with grades 7 and 8.

Students have been trained in Peer Mediation at: Aiken, Mt. Airy, North Avondale, Roosevelt, Schwab, Walnut Hills, Western Hills, and Woodward.

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Budget: At each school 25 students, a faculty advisor and an administrator will be trained. The cost will be for trainers from the Center for Peace Education. There are three six hour training sessions with ten one hour follow-up sessions, for a cost of $2,300 per school. The total cost will be $34,500 per year. At the middle school level, the eighth graders who are trained move on to a new school the next year; thus training must be provided each year. To use students effectively, as the eighth graders move on to high school, they should move into a peer mediation program in their new school.

7. Service Projects: Service projects are a way to build students' sense of accomplishment and build self-esteem. It is the experience of the sub-committee members that many of our students need concrete evidence that they are worthwhile. This can be achieved effectively when students plan and complete service projects. They feel good when they can see they are helping others. Service projects can provide additional benefits to the district if they involve students helping students, ie. tutoring or reading to younger children.

Budget: There would be no cost involved for incorporating service projects into already existing extra-curricular programs or into classroom activities.

8. Pregnancy Prevention Programs: One of the solutions to attendance problems identified by the students was providing child care for students with children. The sub-committee believes the problem needs to be addressed before it occurs. The Postponing Sexual Involvement (PSI) Program needs to be continued in the seventh grade and expanded to the elementary level. PSI is in its first full year of implementation in 1991-92 and is at the middle school level in 19 schools serving 4,000 students in 160 health classes. There are 72 students from the 10 high schools who have been trained and are working as peer teachers with the 7th grade teachers.

PSI recognizes there is a need for a program at the elementary level. The district's Family Life and Sex Education Committee approved a pilot PSI program at three elementary schools in 1991-92. Those schools were Whittier, Rockdale and CAPE. At this level, no peer tutors are used. PSI is pursuing funding for all 61 elementary schools.

Budget: PSI estimates that the cost for a two year start up program to implement the elementary PSI program in grade 5 at all elementary schools will be $22,000. This would include teacher training and materials.

9. Parent Training Programs: Parents must be partners with the school as we educate our community's children. Parents are children's first teachers and directly influence children's attitudes toward attendance and achievement. Chapter One schools have an effective parent training programs, TOPS - Training Ohio Parents For Success, that should be expanded to all elementary and middle schools.

Forty-three district elementary schools had TOPS training during 1991-92. The director and three Parent Leaders who ran the program have not been renewed for the 1992-93 school year.

Budget: The cost for the program is in the personnel needed to plan and implement the training sessions. Each parent leader works with 14 district schools (and 8 non-public schools) to increase parent involvement. Total cost in 1991-92 was: $125,400.

B. Intervention

1. Crisis Intervention Team: In order to address the non-school problems that affect discipline and attendance, the sub-committee recommends that every school have a Crisis Intervention Team. The team will be composed of teachers, administrators, counselors and other staff members who have the appropriate personality and inclination to be intervention specialists. They will respond to students' problems such as physical and mental abuse, depression, suicide attempts, dysfunctional families, poverty, and developmental, social and emotional problems.

The Crisis Intervention Team will work with social service agencies, government departments, and other service providers to assure that students and their families benefit from the services which are available in our community. It is vitally important that a school staff member monitors the situation to assure that appropriate treatment is completed.

Budget: The training of the Crisis Intervention Team members is done during the school day. The costs include the fees for the trainers and the number of substitute teachers needed to cover for classroom teachers. The total cost for this recommendation will depend on the number of schools which still need a Crisis Intervention Team and how many are trained.

2. Transition From Elementary To Middle School: There needs to be more communication among the schools, so that students with social, emotional, academic and family problems are identified for the middle school staff. This could keep problems from festering. The sub-committee suggests that a form be developed for elementary teachers to identify problems. That form will be placed in the student's cumulative folder   Carefully selected volunteers will review the forms of incoming 7th graders and prepare reports to alert the core teams and counselors to potential problems and identify students who need to continue services.

Budget: There would be no cost for this program. A staff member from the Office of Quality Improvement will need to be assigned to chair a committee to develop the form, identify privacy issues, produce the forms and train the principals and teachers to use the forms. Volunteers would need to be recruited to screen the cumulative files each Fall.

3. Substance Abuse Programs: The district, through the Teen Institute, does a good job of providing programs for preventing substance abuse problems. These services should be continued. However, there are many students who nontheless develop drug problems. The district should be more aggressive in identifying those students and seeking treatment for them.

Budget: This should be done in conjunction with all programs in the city which already provide substance abuse treatment. Health/Wellness Coordinators and/or Student Assistance Coordinators can play a vital role in accessing these services.

4. Volunteer Tutors and Peer Tutors: Many students fall behind in their school work and this only exacerbates existing attendance and discipline problems. The district should explore all options for providing more tutoring for these students, as well as a means of helping students make-up work when they are absent, suspended or expelled.

Budget: Assistance would be provided through volunteers.

5. In-School Suspension Class: Every school must have an In-School Suspension Class (ISS) with a certified teacher who has the proper training. The district must adopt a structured program with common components for each class; including an emphasis on academic work and lessons in behavior modification. Each school will add other elements that best serve their students and utilize their resources.

ISS classes are currently in place at 50% of the district's school. The sub-committee was not able to determine which are run by certified teachers.

Budget: The cost will be to hire certified teachers for ISS classes at all schools which do not have a certified teacher running the ISS program. A certified teacher costs approximately $49,500 per year including fringes. There will also be training costs as the district trains all teachers to implement the common elements of the ISS class.

6. Child Care: Schools will not be able to eliminate teen pregnancy. Therefore, child care for all student parents must be provided at all high schools. Child Care is currently provided at Aiken, Taft and Clark Academy.

Budget: The cost for the VISIONS Child Care Center which serves 40 babies of Taft H. S. students is $290,000 per year. One half of the cost is reimbursed through Federal money, the other half is provided by private grants. The district is currently part of the Advisory Committee on Child Care Centers for Children of Teenage Parents. This group has a planning grant to determine what is needed to keep the programs already functioning and to identify where and how new programs can be put in place. The findings are that the program is needed at all high schools. Additional sites would be CAPE, Hughes, SCPA, Walnut Hills, Western Hills, Withrow and Woodward.

VII. Enablers:

The Cincinnati Public Schools is fortunate that the community supports its efforts to improve discipline and attendance. Many community people have volunteered countless hours on the DTIT Team. They work diligently in our schools on programs to prevent discipline and attendance problems, such as mentoring and tutoring.

There are many administrators, teachers, staff members and community persons who serve on local School Discipline Committees and who have developed exemplary programs. The Cincinnati Federation of Teachers continues to make discipline and attendance top priorities. The Center for Peace Education is capable and available to assist with student and teacher training. The reorganization of the district spurred by the Buenger Commission will make money available to invest in the programs recommended here.

VIII. Inhibitors:

Change and uncertainty are always difficult. The Cincinnati Public Schools is facing tremendous changes as it proceeds with the reorganization of the school system's entire structure. The high level of stress will affect every staff member's ability to adapt to the significant changes called for in these recommendations.

The core of these recommendations center on teachers. There will be some teachers who will not be able to change their behavior and it will be difficult and painful to terminate them. All staff members, ie. Instructor Assistants and security personnel, are responsible for the learning climate in our schools and it is conceivable that other staff members will not be able to adapt to the changes and will also need to improve or be terminated.

Despite the money that will become available as a result of the reorganization of the district, it is conceivable that additional funds will be required to implement all the recommendations in this report. Additional funds from grants, state funds, and private and corporate donations may be needed.

Discipline And Truancy Improvement Team
Cincinnati Public Schools
Student Sub-Committee

Summary of Recommendations

A. Prevention

1. Provide six hours of inservice training for all teachers focusing on improving discipline and attendance
2. Provide Cooperative Discipline training for all teachers of 7th and 8th graders
3. Provide Students' Creative Response To Conflict training for 4th - 6th grade teachers at 10 selected schools
4. Expand the Teacher Peer Assistance And Appraisal Program
5. Provide mental health counseling at all schools
6. Expand Peer Mediation to all schools with grades 7 and 8
7. Incorporate service projects into all schools to boost student self-esteem
8. Expand pregnancy prevention programs
9. Expand parent training programs

B. Intervention

1. Provide a Crisis Intervention Team in every school
2. Provide more communication among schools as students move from elementary to middle school
3. Locate substance abuse treatment for students who need those services
4. Provide volunteer and peer tutors to help students who are at risk of falling behind in their coursework.
5. Provide In-School Suspension classes at every school
6. Provide child care for teen parents at all schools

June 6, 1992

Discipline And Truancy Improvement Team
Cincinnati Public Schools
Student Sub-Committee

Student Survey Results 1992

Below are the results of the student surveys conducted by the Student Sub-committee of the Discipline And Truancy Improvement Team. The results are generally true of students in all grade levels. They also are generally true for students on honor roll and/or with good attendance and students who have been suspended and/or truant.

During the week of April 20 - 24, 813 students from grades 5 - 12 at nineteen schools completed either a survey on discipline or attendance. Teachers and counselors administered the survey to a broad range of students at their schools. Below is a profile of the students:

Black	67%
White	26%
Other	3%
Did Not Answer	4%

Male	45%
Female	51%
Did Not Answer	4%

Elementary	35%
Middle	41%
High	23%

As a double check, the survey asked students questions that could help the sub-committee determine if students were "average, "above average"" or "below average." The results are below:

I like school:

All of the time	13%
Most of the time	34%
Some of the time	38%
Almost never	7%
Never	8%

I come to school because:

I want to learn	75%
I want to see my friends	8%
Nothing better to do	3%
Adults make me come	6%
I'll get in trouble if I don't	8%

I've been disciplined this year	
Never	62%
Suspended once	18%
Suspended more than once	18%
Expelled once	1%
Expelled more than once	1%

I've been on honor roll this year	
Never	63%
Once	12%
Twice	11%
Three times	14%

Absences this year	
Never	15%
1 to 5 days	40%
6 to 15 days	24%
16 - 30 days	14%
31 days or more	8%

In the past two years the Evaluation Department has asked the attendance, discipline and honor roll questions of over 400 Earn and Learn students on a self-report survey. When a double check was conducted on the student's records, it was found that the students had correctly reported their honor roll awards and slightly under-reported their attendance and discipline records.

In order of importance, the following factors were seen as those that cause **discipline** problems (overall mean of 2.5 or above) on a four point scale:

2.94	Teachers don't listen to students
2.88	Teachers don't respect students
2.87	Students encourage others to misbehave
2.83	Students don't know how to resolve problems peacefully
2.79	Students don't respect each other
2.69	Teachers and principals don't trust students
2.64	Students come to school drunk or high
2.55	Racial tension in the schools
2.51	Students aren't happy with their lives

In order of importance, the following three ideas were seen as potentially effective in improving **discipline** problems:

2.67	Consequence more serious with repeated offenses
2.55	Set up a student court
2.51	Create a separate school for severe problems

In order of importance, the following factors were seen as those that cause **attendance** problems, the first two are above the mean, the other three are below:

2.84	Students don't care about school
2.52	Students with alcohol or drug problems
2.44	Parents don't care if their kids come to school
2.40	Problems at home
2.39	Students see no consequence for missing school

In order of importance, the following 13 ideas were seen as potentially effective in improving attendance problems:

2.94	Provide child care for students who have children
2.87	Provide help for students who use alcohol or drugs
2.80	Provide more interesting classwork
2.80	Help students catch up with their work when behind
2.79	Provide more counseling and mentoring
2.70	Teach teachers to show they care about students
2.69	Consequences more severe with more truancy problems
2.68	Provide rewards for good attendance
2.68	Make students make-up the work they miss
2.67	Involve parents in helping to solve attendance problems
2.66	Help students get a better "attitude."
2.62	Set up a student court
2.51	Provide more extra-curricular activities

A Fence Or An Ambulance

'Twas a dangerous cliff, as they freely confessed,
Though to walk near its crest was so pleasant;
But over its terrible edge there had slipped
A duke and full many a peasant.
So the people said something would have to be done,
But their projects did not at all tally;
Some said, "Put a fence around the edge of the cliff,"
Some, "An ambulance down in the valley."

But the cry for the ambulance carried the day,
For it spread through the neighboring city;
A fence may be useful or not it is true,
But each heart became brimful of pity
For those who slipped over that dangerous cliff;
And the dwellers in highway and alley
Gave pounds or gave pence, not to put up a fence,
But an ambulance down in the valley.

"For the cliff is all right, if you're careful," they said,
"And, if folks even slip and are dropping,
It isn't the slipping that hurts them so much,
As the shock down below when they're stopping."
So day after day, as these mishaps occurred,
Quick forth would these rescuers sally
To pick up the victims who fell off the cliff,
With their ambulance down in the valley.

Then an old sage remarked; "It's a marvel to me
That people give far more attention
To repairing results than to stopping the cause,
When they'd much better aim at prevention.
Let us stop at its source all this mischief," cried he,
"Come, neighbors and friends, let us rally;
If the cliff we will fence we might almost dispense
With the ambulance down in the valley."

"Oh, he's a fanatic," the other rejoined,
"Dispense with the ambulance? Never!
He'd dispense with all charities, too, if he could;
No! No! We'll support them forever.
Aren't we picking up folks just as fast as they fall?
And shall this man dictate to us? Shall he?
Why should people of sense stop to put up a fence,
While the ambulance works in the valley?"

But a sensible few, who are practical too,
Will not bear with such nonsense much longer;
They believe that prevention is better than cure,
And their party will soon be the stronger.
Encourage them then, with your purse, voice, and pen,
And while other philanthropists dally,
They will scorn all pretense and put up a stout fence
On the cliff than hangs over the valley.

Better guide well the young than reclaim them when old,
For the voice of true wisdom is calling,
"To rescue the fallen is good, but 'tis best
To prevent other people from falling."
Better close up the source of temptation and crime
Than deliver from dungeon or galley;
Better put a strong fence round the top of the cliff
Than an ambulance down in the valley.

Joseph Malins
"Best Loved Poems Of
The American People"
Selected by Hazel Felleman
Garden City Books, 1936

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F-STAFF DEVELOPMENT

D-109-

CINCINNATI PUBLIC SCHOOLS
TRAINING AND DEVELOPMENT CENTER
1908 SEYMOUR AVENUE
CINCINNATI, OH 45237
PHONE: (513) 531-5599

TO: D&TIT Staff Development Subcommittee Members

FROM: David Shepherd

DATE: July 10, 1992

Enclosed is a completed version of the matrix you received in June. Each asterisk represents a recommendation from a subcommittee of the Discipline and Truancy Improvement Team. Those boxes which remain blank received two, or fewer recommendations.

The Staff Development Subcommittee members present at our July 7 deliberations concluded that the more frequently cited topics under "Classroom Management" and "Interpersonal Skills" represented the root causes of our district's suspensions, expulsions and truancy. Targeting training and development activities in these areas will, over the long-term, yield better attendance, improved student achievement and positive self-discipline -- our real goals.

The subcommittee members recognize that the primary focus of the training must be on developing prevention strategies at all levels for all "audiences" identified. Also needed, however, would be an emphasis on teaching key participants how to "coach" others. By consciously affirming and rewarding the skills and behaviors learned, these leaders would sustain the fundamental change in the school culture necessary to drive reform in these areas.

As a result, the 1992-93 budget requests for Academy and Professional Growth Institute operations will reflect prevention priorities in the areas of classroom management and interpersonal skills. Other topics will be treated accordingly. A second enclosure details, in chart form, the overall direction the subcommittee recommends for training and development activities in the District for the next three to five years -- including beginning and advanced levels of training in topical areas for students, employees, parents and volunteers.

This strategy does not preclude the need for providing immediate intervention activities at the middle school, or other levels. The subcommittee cautions, however, that a one day "event," while making a visible statement to the community, will not lead to lasting change without the institutionalized support of the prevention approach described above. The allocation of funds and resources for any intervention activities will be negotiated separately in concert with a broad-based planning group of audience representatives.

Subcommittee members are encouraged to continue to refer individuals, resources and programs to me for consideration by the Training and Development Council. The members of the Council will assess 1) alignment with the priority topics identified, 2) evidence of previous results, and 3) cost vs. benefits in making their final recommendations about inclusion in Academy or PGI classes.

c: Dr. Patricia Carr
Mrs. Vella Ellis-Wilson

STAFF DEVELOPMENT SUBCOMMITTEE - NEEDS MATRIX
TARGET: REDUCE SUSPENSIONS, EXPULSIONS AND TRUANCY
BENEFITS: IMPROVED ATTENDANCE, ACHIEVEMENT AND SELF-DISCIPLINE

	INSTRUCTION						
TOPICS / AUDIENCE	DEVELOP-MENTALLY APPROPRIATE CURRICULUM	LEARNER CENTERED INSTRUCTION	LEARNING STYLES	COOPERATIVE LEARNING	PERFORMANCE (RESULTS) ORIENTED INSTRUCTION	TUTORING	MENTORING
STUDENTS							***
TEACHERS	*****	*****	****			***	
INSTRUCTOR ASSISTANTS							
SECURITY AIDES							
COACHES/ CLUB ADVISORS							
PRINCIPALS/ ASSISTANTS							
SUPPORT STAFF: COUNSELORS PSYCHOLOGISTS VSTNG TEACHERS							
DISTRICT ADMIN							
CLERICAL							
CIVIL SERVICE: CUSTODIAL OPERATIONS FOOD SERVICE							
PARENTS						****	
VOLUNTEERS							
BUS DRIVERS							

STAFF DEVELOPMENT SUBCOMMITTEE - NEEDS MATRIX
TARGET: REDUCE SUSPENSIONS, EXPULSIONS AND TRUANCY
BENEFITS: IMPROVED ATTENDANCE, ACHIEVEMENT AND SELF-DISCIPLINE

							CLASSROOM MANAGEMENT	
TOPICS / AUDIENCE	STUDY SKILLS	TIME MANAGMNT	HOMEWORK CENTERS/ HELP NIGHTS	ROLE & RULE CLRFICATION/ ORIENTATN TO RGHTS-RSPNSBL	SETTING LIMITS	RULE ENFORCEMENT	SOCIAL SKILLS	RESPONSIBILITY ORIENTATION
ST.			***	*****	****	*****	*****	*****
TEACHERS			***	*** ***	*****	*****	***	*****
INSTRUCTOR ASSISTANTS				***	***	***	***	***
SECURITY AIDES				***	***	***		***
COACHES/ CLUB ADVISORS				***	***	***	***	***
PRINCIPALS/ ASSISTANTS				****	***	***	***	****
SUP. STAFF: COUNSELLORS PSYCHOLOGISTS VSING TEACHERS				***	***	***	***	***
ISTRICT DMIN				***	***	***	***	
LERICAL								
IVIL SERVICE: USTODIAL PERATIONS OOD SERVICE								
ARENTS				****	****	****	****	****
OLUNTEERS								
S DRIVERS								

STAFF DEVELOPMENT SUBCOMMITTEE - NEEDS MATRIX
TARGET: REDUCE SUSPENSIONS, EXPULSIONS AND TRUANCY
BENEFITS: IMPROVED ATTENDANCE, ACHIEVEMENT AND SELF-DISCIPLINE

					SPECIAL NEEDS			
TOPICS UDIENCE	ATHLETIC/ ACTIVITY ELIGIBILITY	COOPERATIVE DISCIPLINE	BEHAVIOR MODIFICATION/ REWARDS	ROLE MODELING	INTERVENTION ASSISTANCE	LEARNING DISABILITIES	ADVISOR-ADVISEE/ COUNSELING	CHILD ABUSE: IDENTIFICATION AND REPORTING
TUDE.								
EACHERS								
NSTRUCTOR SSISTANTS								
ECURITY IDES								
OACHES/ LUB ADVISORS								
PRINCIPALS/ ASSISTANTS								
SUPPORT STAFF: COUNSELORS PSYCHOLOGISTS VSTNG TEACHERS								
DISTRICT ADMIN								
CLERICAL								
CIVIL SERVICE: CUSTODIAL OPERATIONS FOOD SERVICE								
PARENTS								
VOLUNTEERS								
BUS DRIVERS								

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STAFF DEVELOPMENT SUBCOMMITTEE - NEEDS MATRIX
TARGET: REDUCE SUSPENSIONS, EXPULSIONS AND TRUANCY
BENEFITS: IMPROVED ATTENDANCE, ACHIEVEMENT AND SELF-DISCIPLINE

	ENVIRONMENTAL			FAMILY ORIENTATION				
TOPICS / AUDIENCE	PARENT/ VISITOR FRIENDLY	CHILD FRIENDLY	TEACHER FRIENDLY	HOME-SCHOOL COMMUNICATION	TRAINING TRAINERS	PARENTS AS TEACHERS	PARENTS AS PARTNERS	VALUING DIFFERENCES/ CULTURAL DIVERSITY
STU[illegible]								
TEACHERS	***			***		****		****
INSTRUCTOR ASSISTANTS								***
SECURITY AIDES								***
COACHES/ CLUB ADVISORS								***
PRINCIPALS/ ASSISTANTS	***			***		***		***
SUPPORT STAFF: COUNSELORS PSYCHOLOGISTS URSING TEACHERS	***							***
DISTRICT ADMIN	***							***
CLERICAL	***							***
CIVIL SERVICE: CUSTODIAL OPERATIONS FOOD SERVICE								
PARENTS								
VOLUNTEERS								****
BUS DRIVERS								

D-114-

STAFF DEVELOPMENT SUBCOMMITTEE - NEEDS MATRIX
TARGET: REDUCE SUSPENSIONS, EXPULSIONS AND TRUANCY
BENEFITS: IMPROVED ATTENDANCE, ACHIEVEMENT AND SELF-DISCIPLINE

	INTERPERSONAL SKILLS					PROCEDURES		
TOPICS AUDIENCE	COMMUNICATION/ LISTENING SKILLS	TEAM BUILDING	CONFLICT RESOLUTION	PEER MEDIATION	CRISIS INTERVENTION	RECORD KEEPING/ REPORTING	TELEPHONE MANNERS/ PROCEDURES	INVESTIGATING
[illegible]		****	*****	****		***		
TEACHERS	***	***	*** ***	***	***	*** ***		****
INSTRUCTOR ASSISTANTS			***			***	***	
SECURITY AIDES			***			***		
COACHES/ CLUB ADVISORS			***			****		
PRINCIPALS/ ASSISTANTS			***	***		****		
[illegible] STAFF: COUNSELORS PSYCHOLOGISTS [illegible]SING TEACHERS		***			***	****		
DISTRICT ADMIN						***		
CLERICAL								
CIVIL SERVICE: CUSTODIAL OPERATIONS FOOD SERVICE								
PARENTS			*****					
VOLUNTEERS								
BUS DRIVERS								

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STAFF DEVELOPMENT SUBCOMMITTEE - NEEDS MATRIX

TARGET: REDUCE SUSPENSIONS, EXPULSIONS AND TRUANCY

BENEFITS: IMPROVED ATTENDANCE, ACHIEVEMENT AND SELF-DISCIPLINE

	LEADERSHIP						ALTERNATIVES	
TOPICS / AUDIENCE	PRINCIPLE CENTERED LEADERSHIP	FACILITATION SKILLS	EMPOWERING OTHERS	CONDUCTING CONFERENCES	MAKING DECISIONS/ JUDGEMENTS	GOAL SETTING PLAN DVLPMNT PDSA	ISS	TIME OUT ROOM
[illegible]							*****	
TEACHERS				***		***	****	
INSTRUCTOR ASSISTANTS							***	
SECURITY AIDES							***	
COACHES/ CLUB ADVISORS								
PRINCIPALS/ ASSISTANTS							****	
SU[illegible] STAFF: COUNSELORS PSYCHOLOGISTS VSTNG TEACHERS							***	
DISTRICT ADMIN							****	
CLERICAL								
CIVIL SERVICE: CUSTODIAL OPERATIONS FOOD SERVICE								
PARENTS							*****	
VOLUNTEERS								
BUS DRIVERS								

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D-116-

STAFF DEVELOPMENT SUBCOMMITTEE - NEEDS MATRIX

TARGET: REDUCE SUSPENSIONS, EXPULSIONS AND TRUANCY

BENEFITS: IMPROVED ATTENDANCE, ACHIEVEMENT AND SELF-DISCIPLINE

TOPICS / AUDIENCE			HEALTH AND SAFETY					
	SATURDAY SCHOOL	RE ENTRY PROGRAMS	BLOOD AND BODY FLUIDS	CPR/ FIRST AID	MEDICALLY FRAGILE CHILDREN	EMOTIONALLY FRAGILE CHILDREN		
STUDENTS								
TEACHERS								
INSTRUCTOR ASSISTANTS								
SECURITY AIDES								
COACHES/ CLUB ADVISORS								
PRINCIPALS/ ASSISTANTS								
SUPPORT STAFF: COUNSELORS PSYCHOLOGISTS VSTNG TEACHERS								
DISTRICT ADMIN								
CLERICAL								
CIVIL SERVICE: CUSTODIAL OPERATIONS FOOD SERVICE								
PARENTS								
VOLUNTEERS								
BUS DRIVERS								

G-INTER-AGENCY

CINCINNATI PUBLIC SCHOOLS
DEPARTMENT OF ADMINISTRATION, CURRICULUM & INSTRUCTION
SUPPORT SERVICES AREA III

TO: Carol Bouldin, Chairperson, Interagency Cooperation

FROM: Henry Glaspie, Courts & Police Subcommittee

DATE: June 8, 1992

RE: FINAL REPORT

The reports of the Courts & Police Subcommittee were presented to the Discipline and Truancy Improvement Team on May 12, 1992. The Courts & Police Subcommittee divided the report into two distinct sections - Truancy and Criminal Misconduct. The Discipline and Truancy Improvement Team charged our Subcommittee to review the suggestions and recommendations from the body. I have reviewed the recommendation, but due to time limitation and school closing June 5, I was unable to set up a meeting. I have enclosed with this report the recommendation for the Subcommittee to implement before the opening of the 1992-93 school year.

Enclosed are: Truancy and Criminal Misconduct reports and the recommendations.

HWG/vh

DISCIPLINE AND TRUANCY TEAM

COURTS AND POLICE COMMITTEE

The committee has divided their charge into two distinct sections:

- Truancy
- Criminal Misconduct

PROPOSED PLAN FOR DEALING WITH TRUANCY

This committee strongly recommends that the initial resources devoted to an effort to combat truancy be focused at the elementary school level. Once poor attendance patterns are established, it is extremely difficult to alter the habits of child and parent. Once the plan is firmly established at elementary schools, then middle schools could be included.

It should be noted that this plan is based on the assumption that the following components are operational in each Cincinnati Public School:

1. **Accurate daily attendance for elementary schools and period by period attendance for secondary schools.**
2. **Accurate mechanism to maintain current student addresses and telephone numbers.**
3. **Appropriate manpower and technology to handle 1 and 2.**
4. **Parent friendly environment where both words and actions encourage parental involvement.**
5. **Child friendly environment where children are never debased.**
6. **Teacher friendly environment with appropriate actions to permit learning to occur.**

The committee also recommends advocating for a city ordinance that requires parents to insure adult supervision of a child who is on suspension or expulsion from a Cincinnati Public School.

STEP 1: IDENTIFICATION OF TRUANTS

A. Whenever a student is absent without known and excused cause (or is cutting class) school will attempt to call the parent that day. **This role should be staffed by a clerical or paraprofessional.** Based on what is learned from these calls, students should be identified as either absence explained and excused, or absence unexplained/reason unknown/unexcused.

If the student is identified in the second group - absence unexplained/reason unknown/unexcused, then a further sorting into one of the following three groups would occur:

- **disciplinary action taken by administration**
- **needs teacher contact as problem related to academic work or classroom situation**
- **refer to visiting teacher for social work intervention**

Guidelines would be developed to determine which of the three groups is appropriate given specific circumstances.

B. **Cincinnati** Police will pick up students on the street during school hours. If the youth is engaged in criminal behavior, the officer will handle the youth as appropriate to the criminal behavior. If the issue is truancy, the officer will deliver the child to the school. The school will sort the child into one of the three previously defined categories and proceed accordingly. The officer will put the closed referrals in the Visiting Teachers' mailbox for future action.

STEP 2: SCHOOL INTERVENTIONS

After a child has been identified as truant and sorted into the appropriate group, the school will implement appropriate interventions to resolve the truancy problem. Each child's case should be coordinated by a team or designated individual. Examples of school interventions in the three previously designated groups are as follows:

A. Disciplinary actions taken by the school administration include but are not limited to:

- Letters to parents
- Detentions/Saturday School
- Contracts
- Mentors
- Parent/child conferences
- School Work Details
- Reward Systems
- Referral to appropriate school personnel/resource groups

B. Actions taken by teachers to deal with problems that relate to academic work or classroom situation include but are not limited to:

- Tutoring
- Behavioral/Learning Contracts
- Information sharing and strategy development with teacher teams
- Parent Contact/Conferences
- Referral to psychologist for testing/evaluation

C. Social work interventions made by the visiting teacher include but are not limited to:

- Assessment of problem causal factors
- Plan development with school team, parent, child, community agency
- Plan monitoring and assistance
- Plan re-evaluation and modification as needed

STEP 3: SIGNING A COMPLAINT IN JUVENILE COURT

The school will sign a Juvenile Court complaint when:

- Appropriate components of A B and C have been tried without success

AND

- A student has accumulated (*) days unexcused absences or is demonstrating a pattern that is detrimental to the student's academic success. (* number of days to be determined.)

Included with the complaint will be documentation of the school's efforts to resolve the truancy problem and the parent/child response to those efforts.

Depending on the causal factors, the VT will sign a Truancy, a Failure to Send, or both.

STEP 4: JUVENILE COURT RESPONSE TO THE COMPLAINT

- the Juvenile Court will hear the case within three weeks.
- The visiting teacher or other knowledgeable school staff (counselor, administrator, teacher) will be present in Court.
- The Court is willing to consider designing a system of hearing these cases on site.
- The Court will make appropriate orders on the child, parent, and school that will support the school's previous plan.
- If the orders are not followed, the Court will take further action including consideration of fines, parental bonds, Contempt, etc.

COURTS AND POLICE COMMITTEE MEMBERS

William Al´Uqdah

Dean Dennis

Ronald Ehler

Henry Glaspie, Chairperson

Arlene Heines

Tom Mooney

Robert Morgan

Alan Polter

Richard Shelton

PROPOSED PLAN FOR DEALING WITH A CRIME IN A SCHOOL

CHARTS

As a part of the charge for the Courts and Police Committee, a proposed plan for dealing with a crime in a school was developed.

Attached are two flow charts, plotting the proposed process for handling a crime, when it occurs in a school. Chart #1 outlines the process from the point the crime is discovered through the final conclusion, including recording the outcome. Chart #2 breaks out the process into five distinct stages: Definition Stage, Notification Stage, Decision Stage, Action Stage, and the Records Stage.

The key elements of the proposed plan are:

1. Recognition that a crime has occurred and determining the seriousness of the infraction
2. Placing the criminal behavior into the proper category for process: either Mischief (less Serious) or Serious Criminal Behavior
3. Utilization of resources available to investigate and mediate the incident
4. Provide proper notification of appropriate Public School superiors and outside agencies
5. An understanding of the two tiers of formal action which can occur: School Disciplinary Action and Criminal Prosecution
6. Provide accurate maintenance of records for analysis and uniformity

STAGES/CONSIDERATIONS

Also attached is an outline of the five stages in this proposed plan, listing considerations which must be addressed prior to implementation.

This proposed process is designed to be the "skeleton" of ideas upon which a complete implementation plan can be built. Many of the ideas and concepts will require further study, procedure changes, training considerations and inter-organizational accord before implementation should occur.

As part of this further study, at least the following areas of concern would need to be addressed:

1. Common agreement would be required in determining the difference between Serious Criminal Behavior and Mischief (less Serious), which is the essence of this two(2) tier approach. This would require agreement on the part of the Police, Juvenile Court and the Public Schools.
2. Training for all parties in the process would need to be developed and delivered.
3. Complete review of procedures and policies would be needed to bring them in line with new process.
4. Clear and complete understanding of both the CPS Disciplinary Process and the Criminal Process.

RECOMMENDATIONS

It is recommended that this document be used as the starting point for developing a practical/workable two(2) tier process for dealing with criminal behavior in the schools.

It is also recommended that a committee be formed to complete the development of this plan for implementation. This committee should include, at least:

- Board Legal Counsel
- Principal Representative(s)
- Juvenile Court Representative
- Parent Representative(s)
- CPS Security Chief
- School Resource Officer(s)
- Visiting Teacher(s)

5/7/92
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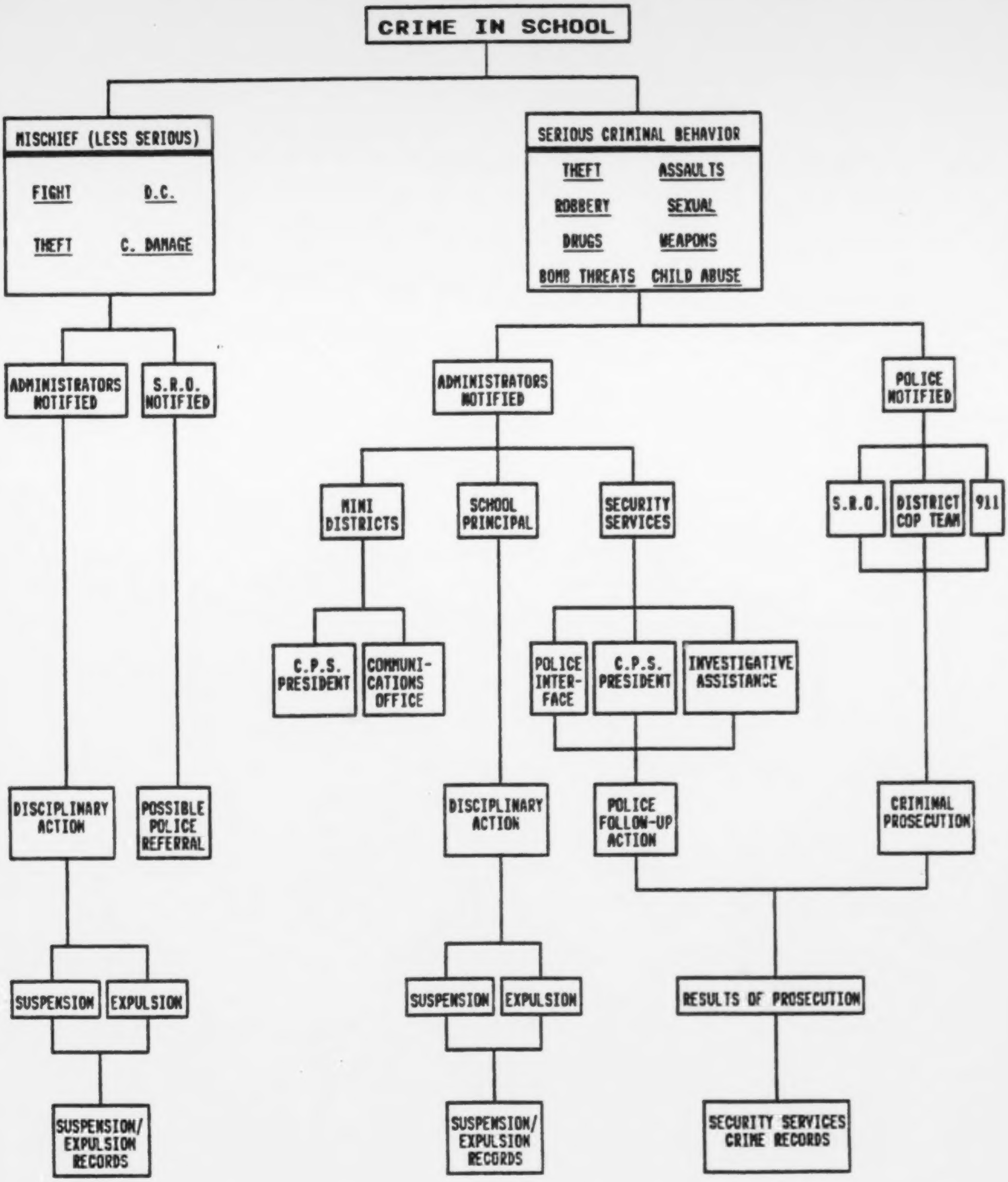
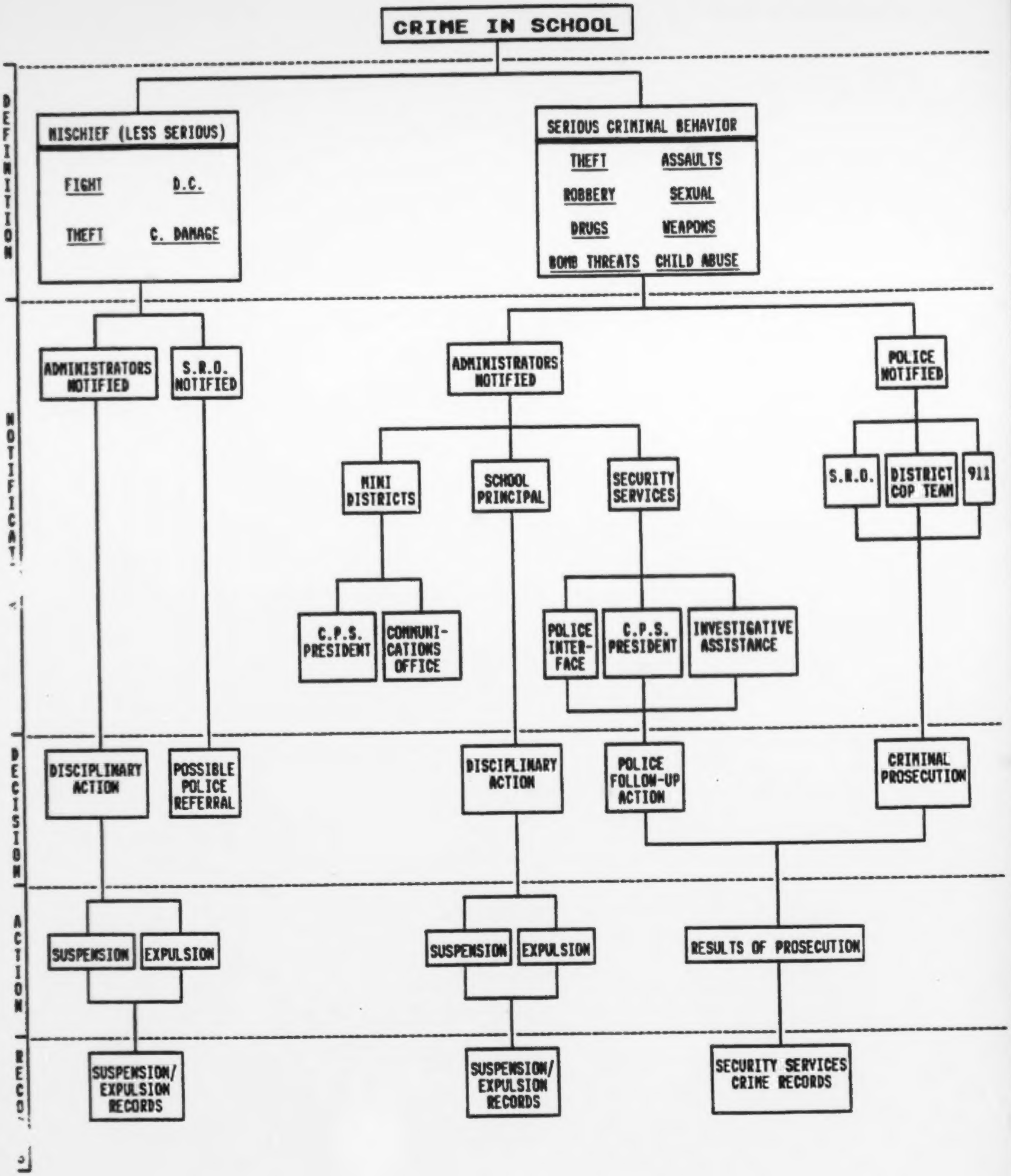

CRIME IN SCHOOL
MISCHIEF (LESS SERIOUS)
FIGHT
D.C.
THEFT
C. DAMAGE
SERIOUS CRIMINAL BEHAVIOR
THEFT
ASSAULTS
ROBBERY
SEXUAL
DRUGS
WEAPONS
BOMB THREATS
CHILD ABUSE
ADMINISTRATORS NOTIFIED
S.R.O. NOTIFIED
ADMINISTRATORS NOTIFIED
POLICE NOTIFIED
MINI DISTRICTS
SCHOOL PRINCIPAL
SECURITY SERVICES
S.R.O.
DISTRICT COP TEAM
911
C.P.S. PRESIDENT
COMMUNI-CATIONS OFFICE
POLICE INTER-FACE
C.P.S. PRESIDENT
INVESTIGATIVE ASSISTANCE
DISCIPLINARY ACTION
POSSIBLE POLICE REFERRAL
DISCIPLINARY ACTION
POLICE FOLLOW-UP ACTION
CRIMINAL PROSECUTION
SUSPENSION
EXPULSION
SUSPENSION
EXPULSION
RESULTS OF PROSECUTION
SUSPENSION/ EXPULSION RECORDS
SUSPENSION/ EXPULSION RECORDS
SECURITY SERVICES CRIME RECORDS


CRIME IN SCHOOL
DEFINITION
MISCHIEF (LESS SERIOUS)
FIGHT
D.C.
THEFT
C. DAMAGE
SERIOUS CRIMINAL BEHAVIOR
THEFT
ASSAULTS
ROBBERY
SEXUAL
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CRIMINAL PROSECUTION
ACTION
SUSPENSION
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EXPULSION
RESULTS OF PROSECUTION
RECO
SUSPENSION/ EXPULSION RECORDS
SUSPENSION/ EXPULSION RECORDS
SECURITY SERVICES CRIME RECORDS

STAGES/CONSIDERATIONS

DEFINITION STAGE

- Criminal Code
    - . Criminal Intent
    - . Culpability
    - . Elements
- Guidelines For Determination
    - . Mischief (Less Serious)
    - . Serious Criminal Behavior
    - . Mandatory Notification
- Other Considerations
    - . Consistency
    - . Student Disability
    - . Training

NOTIFICATION STAGE

- Who To Notify
- Method Of Notification
- Police Notifications
    - . SRO Pager/School Phone
    - . District Police/COP Team Phone Lists
    - . 911/Emergencies
- Notify Security Office/Phone Number
- Internal Notifications
    - . President
    - . Mini District/Area Assistant Office
    - . Communications Branch/Media Advisor
    - . Parents

DECISION STAGE

- School Actions To Take
    - . Conduct Investigation
    - . Evidence Gathering
    - . Statements
    - . Procedures and Policies
    - . Legal Counsel
    - . Consider Resources:
      Teacher Recommendations/Counselor/Visiting Teacher
      Clinical Services/Social Services/etc.
    - . Disciplinary Action: Suspension/Expulsion/Other
    - . Discipline Handbook/CFT Contract

- Police Action
    - . Referral Or Not In Mischief Category
    - . Citation/Physical Arrest In Serious Criminal Behavior Category
    - . Investigative Support Needs: Personal Crimes/Street Corner/etc.
    - . Follow Up With School, Social Agencies, Other Police Units
    - . Prosecution

ACTION STAGE

- School Disciplinary Action
    - . Expulsion/Suspension/Other

- Policies And Procedures For Action

- Legal Aspects

- Social Agency Availability

- Training In Disciplinary Process

- Monitor Of Results From Prosecution

- In School Courts
    - . Establish "In School" Courts To Handle Selected Cases
    - . Similar To Current Truancy Court
    - . Connect Penalties To School Activities: School Work Details/etc.
    - . Serious Cases Would Still Be Sent To Juvenile Court
    - . Parking, Office Space, Proximity

RECORDS STAGE

- Gather Suspension/Expulsion Information

- Gather Crime Data

- Tracking Of Trends

- Provide Uniformity

Office of Security Services
RLM/js 4/23/92 92M164

DISCIPLINE AND TRUANCY IMPROVEMENT TEAM

Interim Feedback to Subcommittee

Subcommittee: Courts and Police

Staff Liaison: Henry Glaspie

Comments:

1. I hope that in returning to autonomy in the individual schools, that we do not give up the concept of a consistent approach to dealing with discipline and truancy problems

2. I have problems with Step 1, "Identification of Truants" #B about picking up students on the street during school hours. Are children going to have to carry permission slips with them if they have a reason for being out of school during school hours? What if the child attends a private school? Will he/she be accosted by Police?

Questions:

1. What kind of back-up plan does the committee recommend for these parents of unexcused absentees who cannot be reached or who refuse to cooperate?

2. Will charges be brought against parents whose children cannot be controlled?

3. Since Courts are already backlogged with cases, how is CPS to expect swift results from adding more cases to the workload of the Courts?

Signature (Optional)

Date

DISCIPLINE AND TRUANCY IMPROVEMENT TEAM

Interim Feedback to Subcommittee

Subcommittee: Courts and Police

Staff Liaison: Henry Glaspie

Comments: Your efforts focus on perfecting a system of reporting crime. But what about the Child? What do you intend to do to prevent crime or to help students who have committed crimes?

Recommendations: Recognize that crimes are committed for reasons that no perfect~~ed~~ reporting system will inhibit or correct... Build positive relationships between police/courts and students/parents. Schools could be the friendly nuetral meeting ground. Schools should not be "Big Brother" focused on recording persona info and exerting authority.

Questions: Why was this committee almost entirely male?

How are the steps you are recommending any different than those of the past that have not worked?

Signature (Optional)

Date

PMC/cl

D-130-

DISCIPLINE AND TRUANCY IMPROVEMENT TEAM

Interim Feedback to Subcommittee

RECEIVED
MAY 20 1992
AREA ASSISTANT SUPERINTENDE

Subcommittee: Courts and Police

Staff Liaison: Henry Glaspie

Comments:

Recommendations: Please consider having an assistant principal from a middle school on the committee. The M.S. deal with the SRO's and courts very often.

Questions:

Helen [illegible]
Signature (Optional)

5/18/92
Date

BEST COPY AVAILABLE

PMC/cl

DISCIPLINE AND TRUANCY IMPROVEMENT TEAM

Interim Feedback to Subcommittee

Subcommittee: Courts and Police

Staff Liaison: Henry Glaspie

Comments: The model exhibited here implies an administration-imposed policy. Since the students surveyed said that "teachers not listening" is the #1 cause of discipline problems, such a model incorporates the essential criticism and is thus, I fear, doomed.

For any discipline policy to work, the people who are expected to follow the rules must be integrated into devising the rules and the consequences; else, there's no buy-in. I am not talking token representation: I raise the possibility, e.g., of student brainstorming sessions, where these issues are resolved.

(This is probably a concern related to the entire committee, not just this sub-committee).

Recommendations:

Equal student participation.

Incorporate special ed. issues into flowcharts.

Notify parents as soon as possible.

What about student-run courts?

Questions:

RECEIVED
MAY 21 1992
AREA ASSISTANT SUPERINTENDENT

Barbara Coad
Signature (Optional)

5.18.92
Date

PMC/cl

DISCIPLINE AND TRUANCY IMPROVEMENT TEAM

SOCIAL SERVICES SUB-COMMITTEE

Submitted by:

Dr. Colenthia H. Hunter, Chairperson
Social Services Committee

DISCIPLINE AND TRUANCY IMPROVEMENT TEAM
FINAL REPORT

Membership:

Colenthia Hunter
Charles Neal
Margot Marples
Brenda Armpriester
Victor Gray
Debra Kneisel
Beth Bowsky
Lee Curd
Ms. Abrams
Joan Wyler
Cheryl Grant
Luther Church
Deborah M. Alsop
Robert Moore
Kathy Jones
Larry Redden
H. L. Harvey
Sam Clark
Jan Flory
Barbara C. Robbis

Statement of Need:

Cincinnati Public Schools has documented that a high percentage of the total student population is at risk of becoming school dropouts. The school records of these students nearly always reflect poor achievement, failure, truancy, excessive suspensions and/or expulsions and, in general, sustained coping problems. Consequently, many of these students become a burden to the community. The myriad of personal problems that fit into the at risk status, "reflect many personal and family developmental needs that are beyond the manpower and economic capacity of school system personnel." Through a system of effective networking between and among Social Service Agencies and the Cincinnati Public Schools, these personal and academic problems can be impacted positively.

Purpose:

1. To implement a holistic system of earliest possible intervention strategies to serve students in the Cincinnati Public Schools.
2. To maximize the resources available to achieve this end through a coordinated network of social service agencies and the Cincinnati Public Schools.

Roles:

1. To implement an interagency network process between the Cincinnati Public School System and the Social Service Agencies.
2. To effectively collect and report pertinent findings of unmet needs to social service agencies and their respective boards and appropriate Cincinnati Public Schools personnel.
3. To identify ways of strengthening the information exchange process and the working relationships between the Social Service Agencies and the Cincinnati Public Schools.
4. To identify additional agencies and services needed to participate in the network.
5. To identify procedures that will reflect both general and unique agency and school responsibilities and expectations.

6. To develop good collaborative qualities, be flexible, and willing to take risks and make mistakes; see problems as challenges.

Activities:

1. A meeting was held on May 26, 1992, for the social service agencies and the nine lead principals to discuss the purpose and function of the inter-agency collaborative.

2. A survey, was conducted by Dr. H. F. Coyle of United Way/ Community Chest to ascertain if their agencies were providing services to Cincinnati Public Schools.

3. The type of services being provided was also identified.

4. A follow-up meeting was held on June 9, 1992, with Cincinnati Public Schools personnel and social service agencies representatives to develop group goals and format for the 1992-93 school year.

5. The research conducted by the Discipline and Truancy Committee indicates that:

   A. Attention must be given to ownership issues and that whether the process starts from the top down or bottom up, it should be an inclusive one.

   B. The whole group of participants (interagency collaborative) should have clearly assigned opportunities to plan and implement action to social service agencies and Cincinnati Public Schools personnel, and then hold them responsible for completing their activities.

Recommendations:

1. The Interagency Collaborative should continue to function. The meeting time will be the second Tuesday of each month at 8:30 A.M. Members (see Attachment 2) of this Interagency Collaborative should include the following:

   1. Nine Lead Principals

   2. Central Office Liason

   3. Parents' Center Coordinator

   4. Director of Coalition of Innovative Schools

   5. Director of the Parents As Teachers Program

   6. Community Chest/United Way Agencies servicing schools

   7. Public and private agencies serving schools

8. The United Way and Community Chest has proposed that an executive director or senior staff member of a United Way agency be assigned to each mini district (9) to work directly with the lead principal. This individual, with the suggested title of "community services expediter", will work to increase the social services available to children (and their families) attending mini district schools.

   The community services expediters should become part of the Agency/Schools Committee (Interagency Collaborative) and actively participate in their work. The expediters participation will strengthen the Agency/Schools Committee (Interagency Collaborative) by:

   * Increasing its credibility through involvement of senior agency management and UW&CC (through its funding commitment)

   * Increasing its ability to do effective problem solving through involvement of senior-level agency staff

   * Attracting participation of additional agencies through involvement of UW&CC and its member agencies

   Integrating the Agency/Schools Committee with the "Community services expediter" concept should produce increased participation by community-based social service agencies, both nonprofit and governmental, and result in additional social services being available to children attending Cincinnati Public Schools.

2. To develop topics for training of appropriate Cincinnati Public School personnel with the intent of allowing the social service agencies to collaborate with the Cincinnati Public Schools Discipline/Truancy Improvement focus.

3. At the end of the 1992-93 school year, evaluate the Interagency Collaborative Discipline/Truancy Model for success factors and make appropriate changes.

4. Each school should establish a budget line for social services training of teachers and principals on: (A) How to familiarize themselves with social services that are available, (B) How to access the services.

5. Purchase the United Way/Community Chest Directory of Community Agencies for distribution (two per school) to all Cincinnati Public Schools.

6. Agencies on the attached list (see Attachment 1) marked with the letter "N" should be invited to become members of the Interagency Collaborative. They are funded by United Way/Community Chest and are not currently a part of the Interagency Collaborative.

Inhibitors/Enablers:

1. Early identification of problems and develop an IEP for each case.
2. Testing for services in a timely way to eliminate the disruption of the learning process.
3. Pay attention to ownership issues. .
4. Move through the developmental stages by:
   - A. Having communication lines that are kept open.
   - B. Building positive relationships with the inter-agency collaborative.
   - C. Cooperating with all active participants.
5. The time of the school day does not allow for outside agencies participation.
6. Assigned area for meeting with students has been inadequate.

ATTACHMENT 1

UNITED WAY/COMMUNITY CHEST AGENCIES THAT RECEIVED SURVEY FROM DR. H. F. COYLE

Mr. Steve Gibbs
Executive Director
FreeStore/FoodBank
N 112 E. Liberty Street
Cincinnati, OH 45210

Lt. Col. Lawrence Moretz
Executive Director
N The Salvation Army
P.O. Box 596
Cincinnati, OH 45201

~~Mr. Robert Brewster~~
~~Executive Director~~
~~Brighton Center~~
~~P.O. Box 325~~
~~Newport, KY 41072~~

Ms. Deborah Rivera
Executive Director
N Cincinnati Union Bethel
Anna Louise Inn
300 Lytle
Cincinnati, OH 45202

Mr. James Jordan
Executive Director
N Coalition of Neighborhoods
6566 Montgomery Raod, Suite 10
Cincinnati, OH 45213

Mr. Fermon Knox
Executive Director
Emanuel Community Center
N 1308 Race Street
Cincinnati, OH 45210

Mr. H.A. Musser
Executive Director
Santa Maria Community Services
2104 St. Michael Street
Cincinnati, OH 45204

Mr. Jerome Jenkins
Executive Director
Seven Hills Neighborhood Houses
701 Ezzard Charles Drive
Cincinnati, OH 45203

Ms. Maureen Sullivan
Executive Director
Urban Appalachian Council
2115 W. 8th Street
Cincinnati, OH 45202

Ms. Sheila Wilson
President/CEO
Urban League of Greater Cincinnati
2400 Reading Road
Cincinnati, OH 45202

Mr. Ken Davidson
Executive Director
N Victory Neighborhood Services
2615 Melrose Avenue
Cincinnati, OH 45206

Mr. Joseph Quick
Executive Director
Boy Scouts of America-
Dan Beard Council
2331 Victory Parkway
Cincinnati, OH 45206

Ms. Betti Hinton
Executive Director
Children's Protective Services SW OH
2400 Reading Road
Cincinnati, OH 45202

Mr. Ned Hertzenberg
President
N Cincinnati Scholarship Foundation
230 E. 9th Street
Cincinnati, OH 45202

CAE Survey Agency Listing

~~Mr. Mike Schroth~~
~~Executive Director~~
~~Committee for Kids~~
~~P.O. Box 743~~
~~Covington, KY 41012~~

N
Ms. Eve Pearl
Executive Director
Council on Child Abuse Southern OH
7374 Reading Road, Suite 105
Cincinnati, OH 45237

Ms. Beth Bowsky
Executive Director
Friars Club
65 W. McMillan Street
Cincinnati, OH 45219

N
Ms. Althea Day
Executive Director
Human Involvement Project
2181 Victory Parkway
Cincinnati, OH 45206

N
Mr. Lee Reading
Executive Director
Joy Outdoor Education Center
P.O. Box 157
Clarksville, OH 45113

N
Ms. Nan Franks
Executive Director
Alcoholism Council of the Cinti Area
118 William Howard Taft Road
Cincinnati, OH 45219

Dr. Walter Smitson
Executive Director
Central Psychiatric Clinic
3259 Elland Avenue
Cincinnati, OH 45267

#
Mr. Jim Eckert
President
Family Services of Cincinnati
205 W. Fourth Street
Cincinnati, OH 45202

(N)
Mr. Thom Speakman
Executive Director
Mental Helath Assn of Cinti
2400 Reading Road
Cincinnati, OH 45202

Mr. Neil Tilow
Executive Director ??
2601 Melrose Avenue, Suite 106
Cincinnati, OH 45206

N
Ms. Ann MacDonald
Executive Director
Women Helping Women
216 E. Ninth Street
Cincinnati, OH 45202

N
Ms. Sid Wittenberg
President
Arthritis Foundation
7811 Laurel Avenue
Cincinnati, OH 45243

N
Ms. Ann Granger
Executive Director
Cancer Family Care, Inc.
7162 Reading Road, Suite 1050
Cincinnati, OH 45237

N
Ms. Monica Alles-White
Executive Director
Greater Cincinnati Nutrition Council
2400 Reading Road
Cincinnati, OH 45202

N
Ms. Mary Seta
Executive Director
Kidney Foundation
2330 Victory Parkway, Room 305
Cincinnati, OH 45206

N
Dr. Lawrence Hill
Executive Director
Public Dental Service Society
421 East Fourth Street
Cincinnati, OH 45202

CAE Survey Agency Listing

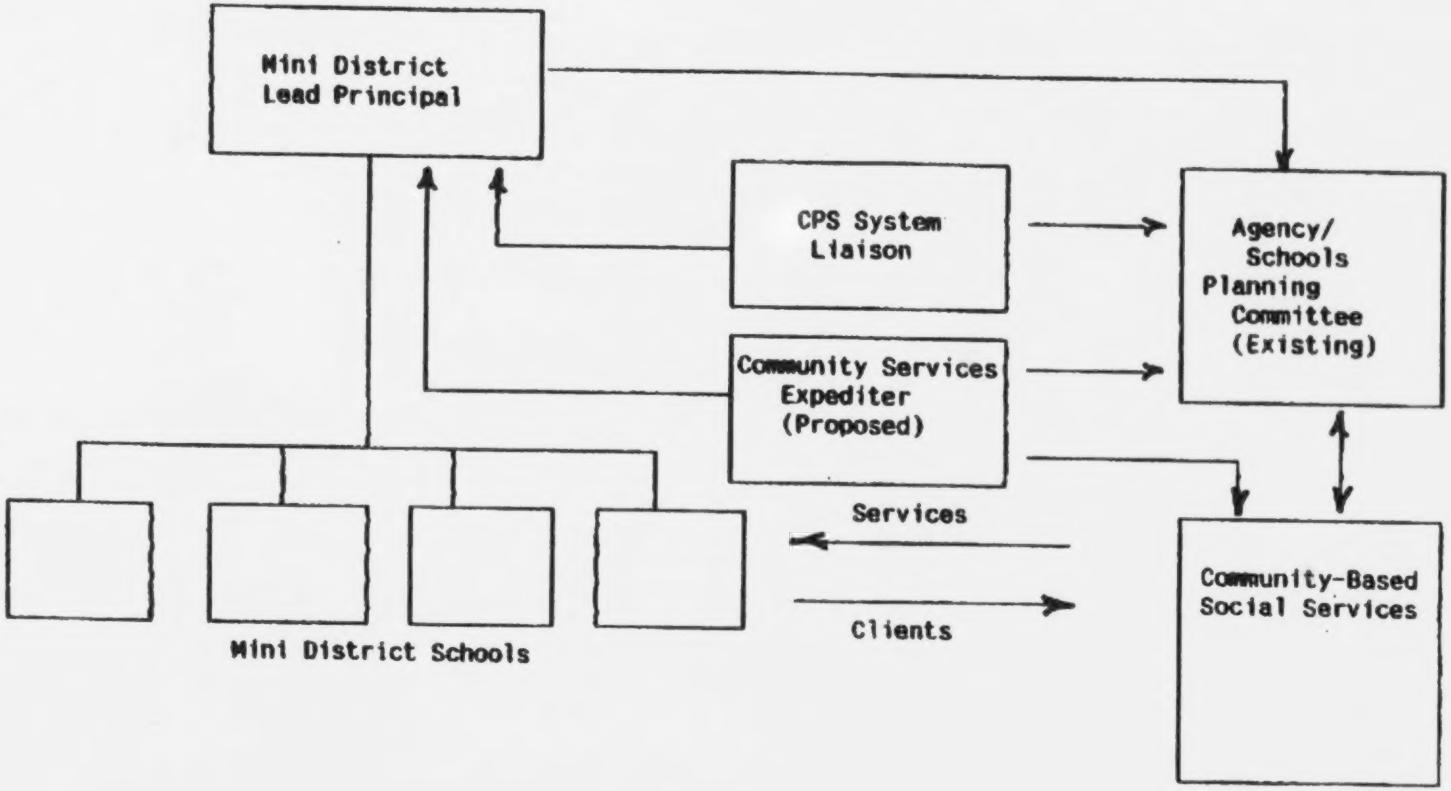
Mr. John Chenault
Executive Director
Sickle Cell Awareness Group
3770 Reading Road
Cincinnati, OH 45229

Ms. Madelyn Schrey
Executive Director
Social Health Education, Inc.
2400 Reading Road, 4th Floor
Cincinnati, OH 45202

Ms. Margie Frommeyer
Executive Director
Greater Cincinnati Council for Epilepsy
2368 Victory Parkway
Box #601
Cincinnati, OH 45206

Mr. Mark Maxwell
Executive Director
Greater Cincinnati Council of Camp Fire
885 North Bend Road
Cincinnati, OH 45224

STRENGTHENING COMMUNITY BASED SOCIAL SERVICE DELIVERY TO CPS


Mini District
Lead Principal
CPS System
Liaison
Agency/
Schools
Planning
Committee
(Existing)
Community Services
Expediter
(Proposed)
Services
Clients
Mini District Schools
Community-Based
Social Services

The community services expediter is an executive or senior staff person with a community-based social service agency. An expediter is assigned to each lead principal to increase social services available to children attending mini district schools. The expediter also serves on the Agency/Schools Planning Committee. UW&CC is proposing that funding be provided for 6-8 hrs/week of agency staff time in expediter role.

6/10/92

DISCIPLINE AND TRUANCY IMPROVEMENT TEAM
CINCINNATI PUBLIC SCHOOLS
MEDICAL/HEALTH SERVICES SUB-COMMITTEE
FINAL REPORT

RECEIVED
JUN 10 1992
AREA ASSISTANT SUPERINTENDENT

A. MEMBERSHIP

Dorothy Dickerson	Staff Liaison
Sue Irvine	Cincinnati Health Department
Beth Cullen	Children's Hospital Medical Center
Michael Landwehr	CPS, Associate Director, Psychology
Marie Matsunami	CPS, School Nurse
Anne Pohl	CPS, Speech Pathology Supervisor
Diane Sakmyster	CPS, Food Service Director
Lori Turner	CPS, Substance Abuse Supervisor
Joe Wilmers	CPS, High School Assistant Principal
Angela Jackson	Parent
Student	To be identified

B. STATEMENT OF NEED

There are a large number of children attending our schools who exhibit a variety of unmet health needs. This impacts on their behavior and ability to learn or make health decisions which will improve the quality of life and enable them to reach their full educational potential. School children need good health in order to learn efficiently and effectively.

C. PURPOSE

To recommend strategies to assist in the development of a comprehensive school health program which will:

1. Serve ALL students in the District.

2. Increase the potential for success in the entire educational program by improving student discipline and attendance.

D. MAJOR QUESTIONS TO BE ANSWERED

1. To what extent will a school nurse be made available to each school? What is the scope of services which all students will receive from the school nurse?

2. What medical/health services must schools provide? Who mandates these services? To what extent will these services be provided to achieve item C?

3. What are the current medical/health services available in our schools? Who receives and provides these services?

E. ACTIVITIES

The Sub-Committee conducted interviews and individual/group discussions, participated in committee meetings and reviewed reports and research data.

F. ROLES SPECIFIED AND RECOMMENDATIONS

It is recommended that the Superintendent establish a School Health Services Advisory Committee. This committee will continue with the efforts started by the Sub-Committee and provide the Superintendent with recommendations which will protect/promote student health and ultimately improve student discipline and attendance.

The following strategies were proposed by the Sub-Committee. An addendum is also attached of the written concerns, recommendations and questions submitted by members of the Discipline and Truancy Committee. This information will serve as an important focal point for appraisal by the School Health Services Advisory Committee.

G. SUB-COMMITTEE PROPOSED STRATEGIES

a. Request that no further state and health safety regulations be imposed without funding. Lobbying efforts may need to be utilized.

b. Explore CPS resources and use own people. (e.g. educational programs, dietary/nutrition)

c. Request that the Board implement financial decisions regarding the degree to which they want to support current state procedures and develop new health programs.

d. Explore the possibility of funding from the Cincinnati business community to support health programs. (e.g. Marion Merrell Dow - health-based firms)

e. Ongoing advisory/task force to assess programs that will be needed in the future. (e.g. smoking, alcohol, drugs)

f. Designate an individual in each school to be certified in CPR/First Aid and available in case of emergency.

g. Review all health policies/procedures every 6-12 months and revise as new health guidelines occur.

h. Each year update and review with all teachers/faculty blood, body fluids. Provide baggies with gloves, 4x4's, etc. Mandatory in-service.

G. SUB-COMMITTEE PROPOSED STRATEGIES (continued)

i. Include health education questions on competency tests.

j. Health service office staffed by CPS personnel and assistance provided by Cincinnati Public Health Department and CHMC within the schools. (e.g. blood work, physicals, testing, voluntary HIV testing, pregnancy avoidance, First Aid training and research the screenings) Robert Wood Johnson Foundation for funding.

k. Provide a health reliable process to respond to current and future increasing number of complex medically fragile children in the schools. Offer appropriate training for principals, school staff and volunteers.

l. Tap into third party (Medicaid) reimbursement for all health related screenings, evaluations and treatment procedures.

m. The District will seek funds to provide at least the State recommended minimum of health related personnel and services.

n. Develop a medical/health services manual which indicates the services available for students/families.

H. ENABLER/INHIBITORS

1. Enabler: Cooperative nature of health agencies, hospitals, private health care providers and other community health resources.

2. Inhibitors: District's commitment and financial support.

I. BUDGET

To be determined.

CONCERNED DISCIPLINE AND TRUANCY TEAM MEMBERS' CONCERNS, RECOMMENDATIONS AND QUESTIONS

DISCIPLINE AND TRUANCY IMPROVEMENT TEAM

Interim Feedback to Sub-Committee

SUB-COMMITTEE: Medical/Health Services

STAFF LIAISON: Dorothy J. Dickerson

COMMENTS:

Rather than ask what must be provided, ask what could be provided; I believe the answer to the latter is broader. In that regard, I had hoped this committee would be out networking, talking with the myriad public and private providers of services with a goal of developing some specific projects to respond to specific needs. (Look, e.g., at the Health Department's screening in Lower Price Hill.) The committee's approach instead appears to be based on a model where a teacher or principal might contact a specific agency for a one day training, e.g., will this answer health needs? (e.g., pregnancy, kids who miss school due to illness; AIDS and other sexually transmitted diseases; mental health needs; indeed, are these issues?)

What about connecting with existing services to see if/how they would like to integrate with schools (e.g., Healthchek, lead-testing).

I would certainly hope that your committee addresses the questions in "D" instead of passing them on unanswered.

RECOMMENDATIONS

Would suggest that a manual be developed (if it already doesn't exist) listing services available through the schools for use by parents as well as referral information where parents can go.

QUESTIONS

In looking over the Interim Report from this committee, I would like to add to "Major Questions To Be Answered": How does CPS address the issue of parents' rights and concerns regarding their children's health? We must be careful not to trample on the parents' rights to make medical decisions for their children while at the same time ensuring their children come to school in a healthy condition conducive to learning.

How are we to pay for these medical/health services given the fact that health insurance is a major problem? Could the CPS contract out for health insurance for its kids?

The Robert Wood Johnson Foundation
Annual Report 1991

ACCESS

TO ASSURE THAT
AMERICANS OF ALL AGES
HAVE ACCESS
TO BASIC HEALTH CARE

FOR FURTHER INFORMATION

BRIEF DESCRIPTIVE PROGRAM SUMMARIES are available for selected Foundation grants. When possible, requests should include the title of the grant, the institutional recipient and the grant ID number. The information on 1991 grants is available from the above listing. Address requests to:

Communications Office
The Robert Wood Johnson Foundation
Post Office Box 2316
Princeton, NJ 08543-2316

Also available from the same address are non-periodic publications and/or films that describe the progress and outcomes of some of the programs assisted by the Foundation or explore areas of interest to the Foundation. Titles issued in 1991:

Challenges in Health Care: A Chartbook Perspective, 1991

Gaining Community Acceptance, by Michael Dear (one in the Foundation's *Health Care Perspectives* series)

Mental Health Services in the United States and England: Struggling for Change

AIDS Health Services at the Crossroads: Lessons for Community Care

In addition, the Foundation publishes ADVANCES, a quarterly newsletter reporting on the people, programs and priorities of the Foundation. To receive ADVANCES, send your name and address to: Editor, ADVANCES, at the above address.

The Foundation does not charge for these materials.

H-VOLUNTEER SERVICES

Discipline and Truancy Improvement Team

Final Report

Subcommittee: Volunteer Services

Focus of all committees: Execute discipline policies in a caring way while reducing suspensions, expulsions and truancy.

Questions:

1. What strategies are recommended for reducing suspensions, expulsions and truancy? Which of these strategies are prevention-based, which are intervention strategies?
2. Is what you are suggesting different from what is currently in operation?

Membership:

Miriam West - Staff Liaison
John Daniels - Black Male Coalition
Jeff Brokamp - Assistant Principal, Woodward
Lucy Cane - Voluntary Action Agency
Linda Basler - Partners-In-Eduction (P.I.E.)
Sandra Hendricks - CPS Volunteer/Parent Specialist
Gwen Wilder - Cinti. Chapter Links, Inc./CPS Teacher
Haki Zuberi - Cincinnati Firefighter
Ryan Cooper - Student
Kimberly Allen - Student
Parent - To Be Identified

Statement of Need: (the need as related to your specific committee)

A new program/approach designed to better utilize and train volunteers to be informed and directly involved in the implementation of CPS Discipline/Truancy Policy.

Purpose: (see Roles and Product for your committee on the Discipline and Truancy Team Chart)

To provide volunteers an opportunity to be trained to assist both students and parents in the prevention of discipline problems, in the discipline process once a problem occurs, and the facilitation of a student's return to school after suspension or expulsion. To utilize the wealth of knowledge, resources, skills and time of school volunteers to implement the CPS Discipline/Truancy Policy.

Roles: (the roles of the population targeted by your committee for improving discipline and truancy - i.e.: Students, Parents, School Based Administrators, etc.)

The following duties pertaining to discipline would be performed by volunteers in the school building:

1. Discipline Video Presentation
   Volunteers would go to various rooms in the school throughout the first quarter to facilitate a video presentation explaining the discipline program. Volunteers would be accompanied by a trained student and together they would interact with the other students concerning the discipline policy in the school. One volunteer would be responsible for the training and development of all volunteers so as to relieve the secretarial and phone trained staff of that responsibility.

2. Phone Calling
   Volunteers would be trained in telephone skills to call parents in order to communicate concerns of the administration, (minor discipline and attendance issues). Recruitment and training would be done by a community agency such as the Cincinnati Youth Collaborative.

3. Send Correspondence
   Volunteers would address and send correspondence sent to the parents from the school.

4. PA Package
   Volunteers would put together a package of announcements to be read during the morning announcements. Each day this would be a short blurb concerning a particular discipline policy read by a representative mix of students over the course of the year.

Activities: (i.e.: meetings, research, surveys, etc.)

Meetings with sub committee, interviewing students and interviewing school volunteers.

Recommendations: (prioritized, a budget for each recommendation, how to publicize/communicate)

1. Create and develop a video tape presentation (15 - 18 minutes) to clearly explain and demonstrate the CPS Discipline/Truancy Policy to all students. The primary focus of the tape would be to help students understand and be responsible for the consequences of their behavior. This video will be filmed in one of the schools. It will contain different situations that students are faced with at school. The video will demonstrate the different infractions that students commit during the school year. It will clearly show the consequences of those infractions. The video will end with a brief message from the superintendent restating and supporting the CPS Discipline/Truancy policy.

At least one copy of this video tape would be housed at each Cincinnati Public School. Trained volunteers would show this tape in the school throughout the first quarter to students. Volunteers would be accompanied by a trained student and together they would interact with other students concerning the discipline policy in the school.

Budget: VCR Tape*
Production and Copies
Produced by CPS Communications Branch or
Hughes Center (Communication & Journalism)
Cost: Price of Video Tape and Copies
Estimated $3,000 - 4,000.

2. Design and publish a CPS Volunteer Handbook that will provide a general informational overview about the Cincinnati Public Schools with a special section explaining the Discipline/Truancy Policy. Included in this section will be examples of how a volunteer can help with student behavior and overall school discipline.

   Example:
   a. help the students to understand the Discipline/Truancy Policy (individual or small group discussion)
   b. help the student become a good school citizen (incentives, expectations, rewards)
   c. become a mentor/tutor to a student - be a positive role model; help the student understand the value of education
   d. when appropriate, help parents/guardians to understand the CPS Discipline/Truancy Policy
   e. help students to learn from their mistakes. Become an active listener to students.
   f. provide the student support during and after suspensions/expulsions.
   g. help the student develop good problem solving skills.
   h. help to keep the community informed about the CPS Discipline/Truancy Policy. Be a strong school supporter.
   i. Be visible and involved in school/community activities.

   Every CPS volunteer in the district should receive a copy of this pocket size handbook.

   Budget: Printing - Copies
   Communications Branch

3. Develop and offer a Training Program for school volunteers working in specific roles to help with the Discipline Program in schools. (Refer to Roles - each role requires training to be effective)

   Budget: Trainer and related materials.
   Training should be offered quarterly.
   Staff Development/CYC Volunteer Project

Inhibitors/Enablers

Volunteer recruitment efforts would have to be on-going throughout the school year to ensure an adequate number of volunteers to serve all schools in various roles. Schools must continue to respect, inform, and appreciate the talents, skills and service of volunteers.

Discipline and Truancy Improvement

*Video RAP Tape

Possible Resources To Help With the Video:

1. Dr. Eric Abercrombie - Ethnic Programs and Services at the University of Cincinnati (556-6008) 330 T.U.C. ML #92
2. Rosa Blackwell - Principal at Hughes Center.
   Gene Galvin
3. Mike Hicks - Principal at Woodward High School.
4. Martha Jordan - Cincinnati Public Schools (369-4856) 230 E. 9th Street, Cincinnati, OH 45202
5. SCPA - To direct and oversee script/content.
6. Communications Branch - Robert Ohr (Film director, photographer)

I-COMMUNICATIONS

Discipline and Truancy Improvement Team
Communications Subcommittee

Communications Plan

Committee Members
William Spillers, Chair, Cincinnati Herald
Allen Howard, Cincinnati Enquirer
Terri Maue, Communications Specialist, Cincinnati Public Schools
Mona Morrow, Communications Specialist, Cincinnati Public Schools

Purpose

The purpose of the communications subcommittee is to support, inform and educate through various communications efforts.

Audience

The target audience of communication efforts is community members, staff, parents and students.

Phases

Phase I - Research

While the Discipline and Truancy Improvement Team subcommittees are conducting research, the Communications Subcommittee will give other subcommittees support as needed i.e. fliers for public hearings, survey forms, etc.

Phase 2 - Recommendation

When the Discipline and Truancy Improvement Team is ready to make recommendations, the Communications Branch will prepare and implement a media relations plan which may include a news conference, news releases, speakers on radio and television talk shows, and written support materials.

Phase 3 - Implementation

When the Discipline and Truancy Improvement Team is ready to implement a recommendation, the Communications Branch will be responsible for media relations and a prioritized communications plan that may include a budget, a specific time line, a manager and a list of activities including targeted mailings, a handbook and audiovisual materials.

Recommendations

1. The steering committee shall collect monthly reports on progress and activities from committee chairpersons and distribute them to staff liaisons.

2. The Communications Liaison shall be notified three weeks prior to the recommendation stage and two months prior to the implementation stage for development of communication plans.

3. The budget for the 1992-93 school year shall include $45,000 for implementation of the communication plans. The money may be used for the following (figures are approximate):

•	$8,000	The production and copying of video tapes that will be distributed to every school;
•	$20,000	The printing of handbooks and other materials that will be distributed to parents, teachers, volunteers, and other interested groups;
•	$7,000	Clerical assistance and distribution costs.
•	$10,000	Postage for direct mailing materials to parents and community members.

4. Because of anticipated tight deadlines, communications plans and budgets shall be approved within one week of submission. There shall be one budget manager assigned to handle funds allocated for communications.

5. Each committee requesting communication support shall appoint one person who will work with the Communications Liaison.

6. The requesting committee shall provide clerical support or a budget for clerical support for development of the product.

7. Upon approval of the communications plan, the requesting committee shall designate one person for final approval of products.

5/12/92

J-COALITION OF INNOVATIVE SCHOOLS

DISCIPLINE

SUB-COMMITTEE: Coalition of Innovative Schools

STAFF LIAISON: Jennifer Cottingham

COMMITTEE MEMBERSHIP:

Janet Kent	Principal, Hays
Henri Bradshaw	Principal, Heberle
Deborah Bursey	Principal, Heinold
Theresa Henderson	Principal, Hoffman
Miriam Kinard	Principal, Oyler
Patricia Torrey	Principal, Rothenberg
Helena Paul	Principal, Washington Park
Joyce Smith	Principal, Windsor
Charles Catania	CIS Psychologist
Martha Jordan	CIS Nurse
Markay Winston	CIS Psychologist

A. STATEMENT OF NEED: Coalition schools contribute to their students' academic achievement by establishing, communicating, and enforcing a fair and consistent discipline plan.

B. PURPOSE: To communicate an effective discipline policy that will contribute to the academic atmosphere by emphasizing the importance of: regular attendance, respect for self and others, academic work, and good conduct.

C. QUESTIONS/CONCERNS TO BE ADDRESSED:

"Instruction increases inborn worth, and right discipline strengthens the heart."

Horace 65-8 B.C.

D. STATEMENT OF NEED:

Through research the three biggest behavior problems at schools in general were identified as: threats to other students, disrespect shown to teachers, and fighting.

To improve students' overall social behavior, the school needs to establish closer relations with parents or guardian.

This subcommittee decided to concentrate on Monitoring Discipline in High Density Areas.

E. MONITORING DISCIPLINE IN HIGH DENSITY AREAS

Cafeteria:

1. Recognize that a trouble-free noon hour can make a very emotionally stable afternoon for many otherwise easily upset children.
2. Try to have a cafeteria line that moves quickly, and which allows for adequate serving, eating, and clean up time.

3. Tables of four to six children reduce problems. Avoid long mess hall arrangements of tables.

4. Several conveniently placed refuse or garbage containers will disperse children to different locations and avoid traffic.

5. The room needs to be attractive--pleasant and calming (beige, burnt orange, etc.) colors, art work (preferably by the children).

6. Seek to restrict the span of age to no more than two years at each lunch setting.

7. Supervisory personnel (aides and cafeteria) should seek to make the lunch period a pleasant and happy time of day.

8. Three "Do's" (to pupils)

   a. Do have a pleasant and healthy lunch.
   b. Do sit down while eating.
   c. Do clean up your place and throw away leftover food and papers in proper containers.

9. Two "Don'ts" (to pupils)

   a. Don't "pop" milk cartons.
   b. Don't throw food.

10. Consequences of misbehavior.

    Isolation of the child at a separate table—one day minimum, five day maximum.

Playground:

1. Make sure that the activities that occur and are allowed on the playground have a degree of reasonable safety. Indiscriminate snowballing is unsafe. However, a planned day of snowballs thrown at an inanimate target need not be unsafe. Also, provide a designated areas for snowballing, if your playground is large enough.

2. Secure and provide a sufficient supply of balls, toys, and equipment to reduce disputes over limited supplies and equipment. You may wish to involve the student council in determining the distribution of play areas, of balls, of equipment.

3. Have the physical education or other skilled staff member(s) teach games that can be played outdoors individually or as a group.

4. Plan some activities that may have carry-over from day to day—i.e., a seven-inning baseball game that may last for three days; a one-week flag football game. The children who get caught up in the multi-day excitement may be less likely to get into trouble which deprives them of participation.

5. Schedule the lunch hour to allow sufficient, but not excessive, time for lunch and play. Remember, some children prefer not to participate, and boredom will set in and perhaps disciplinary problems will result if they are forced to participate. Other children may, if the play period is too long, become excessively tired, and accidents will result more easily.

6. Set up a procedure such as a warning bell, so that children and staff will know how much longer it will be to the end of the play period.

7. Alert playground supervisors that insurance suits may result, and, therefore, that they should be careful about observation and prompt reporting. This practice may reduce the liability of the school district.

8. Try, without pressure, to persuade a few teachers to join their children on the playground occasionally during the noon hour. Children, and perhaps teachers, will see this as one of the better times of their day.

9. Provide a manual of ideas for games and other play activities for the playground supervisors.

10. Provide a manual of ideas for games and other playground privileges—i.e., the deprivation of the privilege—first offense; discussion with parent(s) on frequent incidents. Most children prize and enjoy the playground privilege and will readily respond with improved behavior if the opportunity to play may be removed.

Halls and Corridors

1. Seek to scatter or distribute the movement of groups within the halls so that small numbers of students are in the hall at one time—at the beginning of school, at lunch time, at dismissal, on the way to the gym or the auditorium, etc.

2. Try to limit the movement through the halls to short distances. Insist that children use the nearest reasonable exits.

3. Encourage teachers to allow children to go to the restroom as needed, rather than under the restrictions of time and lining up. Avoid having locked restrooms which require children to go longer distances to other facilities.

4. Expect any or all staff members who may be in the halls when a disciplinary incident occurs to assume responsibility even if "the child is not mine."

5. Disapprove of running in the corridor. However, help staff members not to become overly sensitive to the joyful lilt or skipping gait of children.

6. Prior to the close of the school year, review your staff's experiences and assessment of the effectiveness of handling the disciplinary problems, if any, in the halls.

7. Have signs or other directional devices which point out certain areas or frequently used sections of the building (office, cafeteria, gymnasium, auditorium, library, etc.). Recognize that many children may not be able to read signs in their early days of schooling. Wherever possible, use pictorial clues as directional guides (food for cafeteria, ball for gymnasium, boy or girl on restroom doors, etc.).

Auditorium

1. Teachers and children should not come to the auditorium until called by you or some staff member or child whom you have designated. Children waiting in the halls can mean trouble.

2. Poor seating arrangements mean trouble. Do not overcrowd children when they go to or arrive at the auditorium. Children need space—plenty of space. It may be better to have an extra assembly than to overload the auditorium.

3. Schedule exciting assemblies just before lunch or just before the children go home. Remember, children tend to be "high" and their excitement will spill over into the next hour.

4. Plan restroom breaks for the children just before the assembly.

5. Tape or video tape a rehearsal of the assembly events to show the performing children whether their voices are carrying or not. The inability of the audience to hear the children participating in the assembly contributes to a noisy assembly.

6. Teachers should model the behavior they want and expect of children in an assembly.

7. Allow and approve of applause. Make clear that booing is not acceptable. Make clear to the children and insist with teachers that the booing child is to be withdrawn immediately from the auditorium.

8. Children need practice in being good audiences. There are not enough examples today of good audiences among adult groups.

9. Acknowledge good audience behavior in a variety of ways—at the assembly program, through announcements on the loud speaker, in written memos, and through rewards.

10. Expect the teachers to attend the assemblies, to scatter throughout the auditorium, and, wherever possible to sit with their own children.

11. Ask one or two teachers to remain outside of the auditorium to assist children or adults who may be late or who may, for some reason, decide not to attend the assembly.

Resource:

The Elementary Principal Advocate
by
Dr. Thomas A. Shaheen
Dr. JoAnn A. Shaheen

JBC/elm

K-ALTERNATIVES TO SUSPENSION

Discipline and Truancy Improvement Team

Sub Committee: Alternatives to Suspension

Final Report

Discipline and Truancy Improvement Team

Final Report

Subcommittee: Alternatives to Suspension

Focus of all committees: Execute discipline policies in a caring way while reducing suspensions, expulsions and truancy.

A. Questions:

1. What strategies are recommended for reducing suspension, expulsions and truancy? Which of these strategies are prevention-based, which are intervention strategies?

   a. The subcommittee gives the highest priority to a proactive, multifaceted guidance and counseling program which would accept responsibility for student and staff social and behavioral skills providing intensive staff training and inservice as well as student guidance and counseling.

   b. The guidance program provides for a Behavioral Intervention Center as well as many other intervention and prevention based treatments. The program would be holistic in nature and link students, staff, parents and community in the remedial process.

   c. The subcommittee also gives high priority to a supervised "time out" program which is both intervention and prevention based.

   d. The subcommittee also whole heartedly endorses an intensive "in-school" suspension class program which is heavily intervention based.

   e. Several other alternatives have been recommended by the committee most of which are prevention based. These are detailed in the body of our report.

2. Is what you are suggesting different from what is currently in operation?

   Absolutely! The subcommittee strongly feels that the key to reducing suspension, expulsion and truancy is for:

   a. Adult teaching staff to take ownership of their student population! Families are not keeping "good" children at home...as crude as some children may appear...this is the clientele to be served...at whatever level of service is needed to turn the achievement graph upward!

   b. The guidance and counseling program suggested is to be holistic in nature, admitting ownership of behavioral and social skills and the obligation to link disfunctional families with community remedial services. Counseling will assume, as well, the responsibility to cause adults in the lives of children at risk, to perform in a functionally beneficial manner. Children will develop self esteem, feel love, and understand ethnic pride!

B. Membership:

Subcommittee members contributing are:

Alexander, Cheryl	Counselor/Y.W.C.A.
Baskin, Brenda	Parent, C.A.P.E. High School
Cook, Barbara	Attorney, Legal Aid
Dennis, Dean	C.P.S. Visiting Teacher
Frye, Doris	C.P.S. Principal, C.A.P.E. High School
Hunter, Thomas L.	C.P.S. Associate Director, Support Services
Leahr, Art	C.P.S. Teacher, W.A.T.C.H.
McMullen, Shawn	Minister/Counselor St. Luke Baptist Church
Reed, Dr. Alleen	Asst. Univ. Dean, Res/Adv St. U.C.
Russ, Dr. William	C.P.S. Assoc. Dir. Sp. Ed./Psych Services

C. STATEMENT OF NEED

Increasing numbers of students are being separated from their schooling by being suspended for unacceptable behavior at school. Students most often suspended are those who are already behind and who are most in need of educational and social skill building.

D. PURPOSE

To develop recommendations for alternatives to suspension with the product being a package of programs with descriptive information for each program.

E. ROLES

Spelled out in recommendations to follow.

F. ACTIVITIES

The material herein was developed through four subcommittee and three special assignment subcommittee meetings. Research was conducted by individual members utilizing separate professional channels and nationally through the Education Research Information Center.

DISCIPLINE AND TRUANCY IMPROVEMENT TEAM
ALTERNATIVES TO SUSPENSION
SUBCOMMITTEE

PROGRAM RECOMMENDATION

A. STATEMENT OF NEED

Increasing numbers of students are being separated from their schooling by being suspended for unacceptable behavior at school. Students most often suspended are those who are already behind and who are most in need of educational and social skill building.

B. ALTERNATIVE RECOMMENDED

"Pro-Active Counseling and Guidance Program" (Highest Priority)
(Prevention/Intervention)

C. PURPOSE

Every school must maintain an exceptional guidance and counseling program in order to provide for linkages between home, school and community which will facilitate the remediation of physical, mental, behavioral and social skill deficiencies which prevent children from achieving in school. The guidance and counseling program would bear responsibility for:

1. Student behavior modification (social, behavioral and student skills);
2. Staff and parent in-service and training;
3. Community agency and resource coordination, and;
4. Student academic guidance/counseling and placement.

D. PROGRAM SYNOPSIS

1. Student behavior modification - should be a many faceted program linked in the beginning facet I, with a supervised "time out" program. In "time out" spontaneous disruptive behavior would be diffused and the student would be evaluated for referral back to the classroom or to facet II of the program. In facet II students would enter into counseling in order to: a. understand their own behavior; b. assume responsibility for their behavior; c. monitor their own behavior; d. begin values clarification; and; e. develop group learning and "cooperation" skills. Important items to be treated individually in the program would be self control, positive self image, responsibility, positive school/home and community attitudes, attitudes toward authority, conflict resolution skills and; job finding, holding and changing skills. Facet III of the program would provide for a Behavior Intervention Center. Students would be assigned to the center for longer periods of time where support personnel would team with the "Behavior Intervention Specialist" in order to bring about remediation or reevaluation and improved placement. In all facets of the program, a students' academic progress would continue with cooperation by classroom teachers.

2. Staff and parent inservice and training is a most vital part of the guidance and counseling program. Staff must be prepared to cooperate with the linkage and referral components of the modern guidance program but more importantly prepared to understand and handle ethnic differences, student learning styles and conflict resolution techniques. Classroom management training must be integrated into the guidance and counseling program. Likewise, parents must be informed regarding skills to assist students negotiate schooling and they must be assisted to locate and utilize community services.

3. The guidance program must integrate agency services into the school program thereby maximizing community resources. Office space should be provided right in the school for health, mental health, social welfare and other personal services workers to insure linkage of clients in need with needed services.

4. Student academic guidance counseling and placement must be provided regularly and liked with all other services in order to insure progress and monitor the remedial capabilities of each service. Thorough record keeping and updated computer capability is a must. Students must be tracked as they move from school to school and program to program.

E. STAFFING

The staff assigned to the guidance and counseling program must possess exceptional ability in providing treatment to the school population in assessed needs deficiency areas. Communication skills and demonstrated understanding of the client population, neighborhood and area resources are a must. Staff members who are providing guidance and counseling services, in order to serve as "student advocates" should possess strong leadership skills which would enable them to influence faculty, parents and community services providers positively.

F. BUDGET NEEDS

1 Counselor (class V Step 8)	$35,499.20
(+ 10 da ext. yr.)	1,858-59
	37,357.79
32% fringe benefits	11,954.92
Total Salary	49,312.71
1 Behavior Intervention Teacher (class IV Step 8)	$32,792.43
32% fringe benefits	10,493.57
Total Salary	$43,286.00
1 Counselor Aide (IA 2. 42 wk (8 hrs. per day Step 3)	$25,707.36
32% finge benefits	8,226.35
Total Salary	$33,933.71
Office Supplies	$2,500
Instructional Supplies	5,000
Grand Total	$134,032.42

G. ENABLERS

1. Provides responsible "student advocate" component.
2. Provides capability to utilize outside resources.
3. Takes ownership of behavior change in discipline.
4. Improves parent/school relations.
5. Provides inservice and training component.
6. Reduces suspensions/expulsions.
7. Provides mechanism to handle all "special children."
8. Provides mechanism for student articulation through the system.
9. Increases economy of community budget available for social services.

H. INHIBITERS

1. Cost
2. Belief systems. (whether the community believes "rules" will turn the tide for "at risk" children or "intensive adult intervention.")

DISCIPLINE AND TRUANCY IMPROVEMENT TEAM
ALTERNATIVES TO SUSPENSION SUBCOMMITTEE

PROGRAM RECOMMENDATION

A. STATEMENT OF NEED

Increasing numbers of students are being separated from their schooling by being suspended for unacceptable behavior at school. Students most often suspended are those who are already behind and who are most in need of education skill building.

B. ALTERNATIVE RECOMMENDED

"In-School Suspension Class" (High Priority) (Intervention)

C. PURPOSE

The "full time" In School Suspension Class would allow students who commit less serious violations of the discipline code to serve their suspension in an isolated setting where academics and social skill instruction continues.

D. PROGRAM SYNOPSIS

The I.S.S. Program should be fully covered by adopted Board of Education Policy and Procedures. The types of infractions for which this remedy is to be used should be fully spelled out. It will not work for every student and every problem. Staff members selected for the program should possess the unique skills to teach and counsel reluctant learners and their parents. Isolation and strict supervision are critical components of the plan. Student/parent contract writing may even be employed effectually. All teachers in a building must be informed and involved in providing support for the I.S.S. Program. Each student assigned to I.S.S. should have an individual plan developed for her/him. The counseling program should be linked with the I.S.S. effort and assist with social skill development, staff development, parent counseling and agency linkage. Strict procedures and requirements for reentry into the regular classroom must be developed. The I.S.S. Program should allow the student to continue progress with his/her entire academic schedule. The I.S.S. class should be limited to a maximum of 16 students at any one time. A successful I.S.S. Program mandated the cooporation of all other classroom teachers.

E. STAFFING

The teacher assigned to the I.S.S. Program should possess unique skills as both teacher and counselor. Only staff members with ability appraised as "above average" should be considered to provide services for these children.

A salary incentive should be offered to insure the quality of instruction and counseling needed for a successful I.S.S. Program.

F. BUDGET NEEDS: (1 CLASSROOM)

1 Teacher (Class IV, step 8)	$32,792.43
Salary Incentive	1,500.00
	34,292.43
32% Fringe Benefits	10,973.57
Total Staff Cost	45,266.00
Classroom Supplies	1,500.00
In Service	500.00
Field Trips	500.00
TOTAL PROGRAM COSTS	$47,766.00

G. ENABLERS

1. Students' education continues, increases promotion rate.
2. Removes the "reward of being out of school" for reluctant learners.
3. Disruptive students are removed from regular classes permitting others to learn.
4. Provides a counseling vehicle to work with the continually disruptive student.
5. Reduces number of out of school suspensions and number of costly tasks required by them.
6. Increases financial resources to the district as students are not counted absent on A.D.A. forms which are used by the state for revenue sharing.

H. INHIBITERS

1. The I.S.S. Program is costly.
2. Some students, whose academic and social needs are met by the I.S.S. teacher do not want to be mainstreamed back into regular classes.

DISCIPLINE AND TRUANCY IMPROVEMENT TEAM
ALTERNATIVES TO SUSPENSION SUBCOMMITTEE

PROGRAM RECOMMENDATION

A. STATEMENT OF NEED

Increasing numbers of students are being separated from their schooling by being suspended for unacceptable behavior at school. Students most often suspended are those who are already behind and who are most in need of educational and social skill building.

B. ALTERNATIVE RECOMMENDED

"Supervised Time Out Room" (High Priority) (Intervention)

C. PURPOSE

A quiet room where students who have exhibited potential to upset the classroom teaching environment are sent for one or more periods with assignments or counseling tasks to be completed under the supervision of an aide.

D. PROGRAM SYNOPSIS

The Time Out Room offers a pause in the schedule of a student who is upset or exhibiting behavior that might upset others. The time out room is supervised by an Aide who possesses counseling skills and who reports to an Assistant Principal, Principal or Counselor. Ideally, the time out room should be linked with the Guidance Program in that students might work on social and behavioral skills that enable them to achieve in the classroom. Before exiting the Time Out Room, the student should always be interviewed and cleared by the administrator or counselor in charge. The Monitor or Aide in the Supervised Time Out Room assists students with assignments that are sent down with them by teachers and also with counseling and guidance.

E. STAFFING

The S.T.O.R. Program is staffed with a well qualified teachers′ aide who possesses counseling and guidance skills and proven ability to administer to the needs of reluctant learners.

F. BUDGET NEEDS: (1 CLASSROOM)

1 Teacher′s Aide (7hrs.daily at $8.99 hr. 36 wks)	$11,327.40
32% fringe benefits	3,624.76
Total Salary	14,952.16
In Service/Training	250.00
Classroom Supplies	500.00
Total Staff Cost	$15,702.16

G. **ENABLERS**

1. Provides troubled student with "time out" from teacher or setting where there is a grievance..
2. Provides a facilitator/counselor as liaison between student and sending teacher.
3. Averts more serious discipline problems and allows academics to continue.
4. Links Assistant Principal/Principal to the problem solution.
5. Less costly than regular In School Suspension Class.
6. Improves student attendance as suspension from school is not used.

H. **INHIBITERS**

1. Program is costly but less so than I.S.S.
2. Program will not work unless teachers cooperate fully in sending assignments.
3. Program handles only mild disciplinary and social skill problems.
4. Student is separated from formal instruction as no licensed teacher is present.
5. Calibre of Instructor Assistant needed to provide services to reluctant learners hard to find.

DISCIPLINE AND TRUANCY IMPROVEMENT TEAM
ALTERNATIVES TO SUSPENSION SUBCOMMITTEE

PROGRAM RECOMMENDATION

A. STATEMENT OF NEED

Increasing numbers of students are being separated from their schooling by being suspended for unacceptable behavior at school. Students most often suspended are those who are already behind and who are most in need of educational and social skill building.

B. ALTERNATIVE RECOMMENDED

"S.O.S. (Save One Student Program)" (Prevention)

C. PURPOSE

To provide disruptive, at risk students with a full time role model, counselor and advocate and to provide continuous linkage with adult supervision for behavior modification.

D. PROGRAM SYNOPSIS

Each year the school identifies its most "chronic behavior problem" or "at risk" group of students. Administrators, teachers, custodians, teacher aides, parents and community volunteers each adopt one student on the list for the the school year. The adult S.O.S. team provides saturation counseling and other support services and networking needed to remediate each student. Great emphasis is given to "student saves" (remediations) within the adult network. Team meetings are frequent and students are tracked very thoroughly.

E. STAFFING

Any responsible caring adult preferably on the permanent school staff but community mentors work well with careful structure and networking.

F. BUDGET NEEDS

1. Program Cost	Free (Possibly $500-$1000 for special events funds are raised by the S.O.S. Team.
2. Space	Provided by host school (counseling rooms, etc.)

H. ENABLERS

1. No cost
2. Reinvests staff in at risk students
3. Creates overall improved school counseling environment
4. Sets up a new "connection" to school for "at risk" youth
5. Improves achievement reduces suspension, expulsion, drop out.

I. INHIBITERS

1. Requires large volunteer team with commitment to consistency of services.

2. Demands leadership support to sustain motivation, program appraisal and continuity for selected students.

DISCIPLINE AND TRUANCY IMPROVEMENT TEAM
ALTERNATIVES TO SUSPENSION SUBCOMMITTEE

PROGRAM RECOMMENDATION

A. STATEMENT OF NEED

Increasing numbers of students are being separated from their schooling by being suspended for unacceptable behavior at school. Students most often suspended are those who are already behind and who are most in need of educational and social skill building.

B. ALTERNATIVE RECOMMENDED

Amend Adolescent Program (Prevention)

C. PURPOSE

To provide 13-19 year old teens with conflict resolution skills and opportunities to reflect on anger, destructive behavior and the effects of domestic violence.

D. PROGRAM SYNOPSIS

The program is provided by trained counselors from the YWCA and is conducted right in the schools. Five to ten structured group discussion sessions focus on anger control and teen coping skills. Self control and self discipline for greater social, personal, educational and career rewards is the goal of the program.

E. CONTRACT INFORMATION

Ms. Cheryl Alexander, YWCA, Northeastern Center, 5257 Montgomery Road,
Cincinnati, Ohio 45212, Phone : 241-7090

F. STAFFING

YWCA Counselors - Students referred by School Counselor, Teachers, Administrators.

G. BUDGET NEEDS

1. Program Cost	Free
2. Space, heating, cooling, etc.	Provided by host school

H. ENABLERS

1. No cost.
2. Linkage with Community resources.
3. Student awareness and self discipline is emphasized.
4. Assists students to avert suspension from school.
5. Provides students and schools with a counseling vehicle.

I. INHIBITERS

1. Program geared to children with readiness for growth, not severe behavior problem youth.
2. Resources of YWCA possibly not deep enough to handle system-wide need (limited number of schools).

L-EXTRA-CURRICULAR ACTIVITIES

Identification of Intervention Strategies to Support Implementation of Board Policy--Interscholastic Athletics and Extracurricular Activities

(A Proposal)

Cincinnati Public Schools
January 1992

Identification of Intervention Strategies to Support Implementation of Board Policy—Interscholastic Athletics and Extracurricular Activities

Background

In August 1991, the Board of Education passed a new policy on interscholastic athletics and extracurricular activities (Policy 6145.1, see Appendix A). This policy raises the standards for participation in these activities above Ohio High School Athletic Association (OHSAA) requirements. Among other stipulations, starting in the 1992-93 school year, students in grades seven through twelve must maintain a 2.0 GPA and pass all of their courses to be eligible to participate in such activities. To minimize the number of ineligible students, the administration believed it imperative that interventions be identified, developed, and implemented to help students meet the new standards.

Toward that end, a broad-based committee was formed to develop interventions strategies and determine the costs involved in implementing them. Committee members are shown in Appendix B. The committee first analyzed the policy, discussed its implications, and addressed implementation issues. Based on the common understanding this provided, ideas for intervention strategies were then developed.

This report provides an overview of some of the implementation issues addressed by the committee, a summary of recommended intervention strategies, an estimate of the costs of implementing recommended interventions, and recommendations for action.

Implementation Issues

In analyzing the revised policy, the committee identified a number of issues that will need to be addressed by a district procedure. This section summarizes the committee's understanding of these issues.

Administrative Procedure

One critical issue identified in the committee's deliberations was the need for an administrative procedure that must be developed in time to support implementation of the policy and pilot testing of intervention strategies in the fourth quarter of the current year and in ensuing years. Other issues that were not discussed by the committee, but that need to be addressed by the procedure include the impact of summer school and night school grades.

OHSAA Rules

Athletes will be required to meet all regulations and eligibility criteria of the Ohio High School Athletic Association (OHSAA) and the criteria established in the new policy. This means that in addition to maintaining a 2.0 average and passing all courses, athletes in grades nine to twelve must also receive passing grades in four one credit courses or the equivalent each quarter. Students in grades seven and eight who meet the criteria of the new policy will have met OHSAA criteria, as well, since the new criteria include the OHSAA criteria (i.e., students must pass 75 percent of their courses).

As stated in OHSAA regulations, the eligibility of transfer students must be established by the receiving school based on school records provided by the sending school. Because the policy (6145.1) does not cover the provisions of the OHSAA regulations, the policy needs to be revised to clarify this issue (see Recommendation 1).

Monitoring Student Eligibility

Currently, there is no standard automated system that can be used to determine eligibility at the end of each quarter or at midterm, when previously ineligible students can regain eligibility. Thus, eligibility certification will need to be done at each school based on a manual system for the present time. Ultimately, a computerized system would make this process much easier. Committee members strongly favor developing a carbonized standard form and procedures for determining end-of-quarter and midterm eligibility. Committee members believe coaches and club advisors should be responsible for using this form to certify eligibility (as coaches now certify that their athletes are OHSAA-eligible). Once eligibility has been certified, completed forms should be forwarded to the building principal and filed in students' records. The proposed form to be used for this purpose is shown in Appendix C.

Additionally, each school, coach, and club advisor will have the option to develop other forms or use existing forms to monitor student performance/grades on a more frequent basis (as many coaches now do). Additionally, they may use such forms to monitor students' grades in the quarter(s) before students begin participating in a sport or activity. Many believe that more frequent progress checks are necessary and will help maintain student eligibility.

All club advisors and athletic coaches will need to be thoroughly familiar with the new policy, its implications, and their responsibilities in implementation of the policy. They will need to be able to calculate GPAs for participating students to determine their eligibility. All course grades will be weighted equally in calculating GPAs, except those for multi-bell courses which will be weighted by the number of bells. Eligibility will be determined independently each quarter based on students' quarter grades; semester grades do not influence eligibility.

Academic Probation

As per the policy—"The Superintendent shall establish the special provisions of academic probation"—the committee resolved that a standard form and procedures for Academic Probation requests be developed (as a standard method was recommended for monitoring student eligibility). Suggested Academic

Probation forms are shown in Appendix D, one for seventh and eighth grade students and one for students in grades nine through twelve. Committee members also believe Academic Probation decisions should be made at the local level. In order to apply for Academic Probation, athletes and participants in extracurricular activities must be eligible under OHSAA regulations and must complete Academic Probation forms. Completed Academic Probation forms (whether approved or not) shall be filed in the students' records. Coaches and club advisors will be responsible for certifying that students applying for Academic Probation are OHSAA eligible and that they are eligible to apply for probation under the quidelines specified in the policy.

Regaining Eligibility at Midterm

Committee members believe that any student who was determined to be ineligible to participate in athletics or extracurricular activities based on previous quarter grades should be able to regain eligibility at midterm (a) if the student meets OHSAA eligibility regulations and (b) if at midterm the student obtains a 2.0 GPA and is not failing any courses. Club advisors and coaches will use the previously mentioned standard form (Appendix C) to certify that the student has regained eligibility.

Students who are eligible to participate based on previous quarter grades cannot be designated ineligible at midterm, i.e., once eligibility has been granted, the student remains eligible for the entire quarter.

Extracurricular Activities

Extracurricular activities, which are covered by the policy, are organized, supervised activities that occur outside of class and are not a part of the curriculum. They are distinguished from co-curricular activities, which are excluded from the policy. Co-curricular activities are those activities that have an associated course number and for which students receive a grade.

Appendix E provides a list of common athletic and extracurricular activities. There will be some differences between schools and between students in the same activity as to whether an activity is extra- or co-curricular. For example, some Pep Band members are also enrolled in a band course and their participation in Pep Band counts toward their grade in band. Such students are in a co-curricular status and do not need to meet the eligibility criteria of the new policy. Pep Band members who are not also enrolled in the band course are in an extracurricular status and must meet the new criteria. School principals will be responsible for determining the activities and students covered by the policy.

Committee members distinguished between students participating in an extracurricular activity that provides services to others and students who receive such services. Students do not have to meet the new eligibility criteria to receive services such as peer counseling or peer tutoring. Students who provide such services are covered by the new policy and must meet the new criteria.

Impact of Summer School and Night School Grades

OHSAA regulations state that summer school grades cannot be used to substitute for failing grades in the previous grading period when determining OHSAA eligibility. However, if students meet the OHSAA criteria for eligibility based on fourth quarter grades but do not meet the criteria of the district's new policy, attending summer school might enable them to gain eligibility in the fall. In the summer of 1992 immediately prior to implementation of the policy, this summer school option might have a significant impact in reducing the number of students who are ineligible to compete or participate in activities in the fall. This issue, as well as the impact of night school grades, was not discussed by the committee. It should be resolved and incorporated in the district's procedure.

Recommended Intervention Strategies

Based on students' grades from the first quarter of the 1991-92 school year, it is estimated that approximately 55 percent of students in grades seven through twelve would have been ineligible under the new policy—an increase of about 27 percentage points over the existing OHSAA eligibility criteria. Thus, it appears that intervention strategies will be critical in helping students continue to participate in athletics and extracurricular activities.

These interventions must serve students in grades nine through twelve. Students in grades seven and eight will be served by other intervention strategies being developed by the Marking and Reporting Practices Committee as that committee's members address the elimination of social promotions. Interventions must serve students in regular and special programs (e.g., vocational or special education), in neighborhood and alternative schools, and in all curriculum areas. **Committee members emphasized that strategies proposed by the group should capitalize on and be in addition to existing programs, rather than replacing them.** To help students maintain their eligibility, implemented interventions should be available to all students; access should not be limited to students who have already been designated as ineligible.

A complete list of intervention strategies identified by committee members is provided in Appendix F. Some of these strategies cut across many other intervention strategies (e.g., involve parents), while others might be combined to improve the effectiveness of interventions (e.g., using tutors from the Business Community to assist teachers during Help Nights). Finally, some items that were identified as intervention strategies are actually methods to ease implementation of the new policy (e.g., provide computers to monitor eligibility).

To ensure that the most critical strategies were recommended and presumably funded, committee members used the complete list to identify key interventions. At the conclusion of the final committee meeting, each member present was asked to select the five strategies that he or she would most like to see implemented. In priority order, the eight strategies mentioned most often were:

Item 3. Publicize existing interventions.
Item 7. Provide Help Nights.
Item 1. Provide orientation/publicity campaign about new policy.
Item 4. Provide Study Tables.
Item 5. Provide means to monitor students' progress.
Item 11. Solicit assistance from Business Community.
Item 9. Provide Saturday School.
Item 16. Provide computers to monitor eligibility.

Examining these eight reveals that they are a mixture of true interventions (Items 7, 4, and 9), publicity efforts (Items 3 and 1), and other efforts that might either ease implementation of the new policy (Items 5 and 16) or support the true interventions (Item 11). Discussion of each true intervention and costs associated with implementation are provided below. The two publicity items will then be discussed along with a cost proposal enclosed as an Appendix. Finally, the remaining items (5, 16, and 11) are discussed without a cost proposal because they are not seen as direct interventions.

Item 7: Provide systematic "Help Nights" where students can receive academic assistance after school.

This intervention will provide after-school academic assistance to students four hours a week. It is recommended that classroom teachers from throughout each high school (all curriculum areas) be scheduled to staff these sessions and be paid extended time to do so. Keeping a low student-teacher ratio of about 10:1 will allow teachers the flexibility to provide remedial group instruction if sufficient students need help in one area or to circulate among a number of students providing individual assistance on homework or other assignments, as needed. Teachers might be scheduled so that two or three subject areas are represented each night or so that many subject areas are always represented. In either case, students should have a way of knowing which teachers and which subjects will be available each night so that they can plan to attend on the nights that will help them most (e.g., a posted Help Night Schedule). Additionally, schools can schedule Help Nights to fit their needs (e.g., four one-hour sessions each week or two two-hour sessions each week). The costs related to this intervention are in the areas of staffing, materials and supplies, and transportation.

It should be noted that many other interventions on the list in Appendix E might be incorporated in systematic Help Nights. Peer tutors or volunteer tutors (parents, Partners-in-Education, Business Community representatives) could assist students during Help Nights, computer-based self-tutoring might be offered, and training in organizational and study skills could be provided.

It is proposed that Help Nights be offered to students in grades nine to twelve at all ten high schools and at Dater Junior High. The committee recommends that Help Nights be scheduled four hours a week for approximately 30 weeks of the school year. Coordinating teachers on extended time will be needed to manage Help Nights at each school. It is proposed that funds be provided to each school for purchasing materials and supplies to support Help Night. Students who normally ride Metro will be able to use their Metro Pass with extended activity sticker to return home. Students who normally have Yellow Bus service (at C.A.P.E., Woodward, and Hughes) will be provided Metro passes in lieu of yellow bus service on nights they attend Help Night.

Help Night Budget

Staffing:		
Teachers: 18,000 hours per year @ $21.80 an hour Extended Service[a]	$392,400	
Coordinating Teachers: 1,320 hours per year @ $23.43 an hour Extended service[b]	30,928	
Total Salaries	423,328	
Fringe Benefits @ 32%	135,465	
Total Staffing		$558,793
Materials and Supplies:		
$5,000 per school per year[c]		55,000
Transportation:		
26,400 trips home @ $.50 per trip[d]		13,200
Total Cost:		**$626,993**

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[a] These figures were based on the assumption that approximately 50 percent of ineligible students in grades nine through twelve will participate in Help Nights and that on average they will attend two hours a week. Additionally it was assumed that Help Nights will run four hours a week, 30 weeks a year. Expansion of the program could incur additional expenses if there is greater interest in participating.

[b] One coordinating teacher at each of the ten high schools and at Dater Junior High would be responsible for coordinating and scheduling the school's Help Nights and would be paid four hours per week extended time to do so.

[c] Materials and supplies were budgeted at an average of $5,000 per year per school. It is recommended that the materials and supplies budget line be divided among schools based on their enrollment and estimated rate of student ineligibility.

[d] These figures are based on the assumption that all participants at C.A.P.E. and about half at Woodward and Hughes currently receive Yellow Bus service and would need a Metro pass to return home after attending Help Night.

Item 4: Provide "Study Tables" for participants run by coaches/club advisors.

Study Tables differ from Help Nights in several ways. Because of the close bond that already exists between coaches and their players and between club advisors and club members, motivation among all Study Table participants should be higher. Also, Study Tables provide a scheduled time for athletes to meet with their coaches and for club members to meet with their club advisor when academics are the focus instead of athletics or club activities. This intervention provides a time for coaches and club advisors to reinforce the idea that academics are an important part of athletics and extracurricular activities. Coaches who are now using Study Tables use this as a structured time for students to complete assignments and as a time to review students' progress in hopes of identifying problems early and preventing future ineligibility. During this time coaches and club advisors might also provide tutoring if they felt qualified in a subject area in which a student was having difficulties.

As with Help Nights other interventions could be combined with Study Tables. Peer tutors, volunteers, or parents might periodically provide additional help at Study Tables. Motivational speakers might be called upon occasionally to address the importance of academics for students in a particular activity or sport. Participants might also strengthen their group cohesion or sense of "team" by helping one another with homework or by setting up a system to ensure all members get to school daily and receive assignments when absent.

It is proposed that each coach and club advisor hold Study Table one hour a week and that this time be above and beyond club activities, practices, games, performances, and preferably other interventions. Because of this, it is recommended that they be paid extended service time to do so. There will be no costs for managing this intervention and no costs for materials and supplies. Transportation will be provided to students receiving Yellow Bus service as described for Help Nights.

Study Tables Budget

Staffing:		
Coaches and Club Advisors: 10,260 hours per year @ $21.80 an hour Extended Service[a]	$223,668	
Fringe Benefits @ 32%	71,574	
Total Staffing		$295,242
Transportation:		
30,000 trips home @ $.50 per trip[b]		15,000
Total Cost:		**$310,242**

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[a] This figure is based on an estimated 342 head coaches and club advisors in the high schools who will hold Study Tables. Additionally, it was assumed that each of these individuals will hold Study Tables for one hour a week, 30 weeks of the year.

[b] This figure is based on the assumption that 1,000 students at C.A.P.E., Woodward, and Hughes who normally receive Yellow Bus service will participate in Study Table each week and require Metro bus passes.

Item 9. Provide Saturday School staffed in part with education students from local colleges and universities.

This intervention will provide students the opportunity to attend Saturday School in their own high school for three hours each week. The services provided at Saturday School will be similar to those offered at Help Nights: individual or small group tutoring, computer-assisted self-tutoring, and/or peer tutoring. Offering these services on Saturday morning provides a different time for students to seek services, which might be particularly helpful for students with after-school jobs. In addition to being able to seek assistance from their regular classroom teachers, during Saturday School students will also receive tutoring from volunteers recruited from local colleges and universities (particularly education students). Teachers and tutors with expertise in a broad range of subject areas will staff each school's Saturday School so that students can get assistance in whatever subjects they are struggling with. It is suggested that half of the Saturday School staff members be teachers paid Extended Service time and half be volunteer tutors.

It is recommended that a half-time Saturday School Director be assigned. This individual will be responsible for working with local colleges and universities to recruit volunteer tutors, providing orientation sessions for tutors, and working with each school to schedule tutors to meet local needs. The Saturday School Director might also solicit tutors from the Cincinnati Youth Collaborative (CYC) and the Business Community. Because of the time needed to recruit volunteer tutors, it is unlikely this intervention could be implemented during the pilot this year.

At each high school, it is recommended that a coordinating teacher be paid six hours extended time each week to schedule teachers and tutors for Saturday School, to publish a Saturday School schedule of teachers each week, to coordinate Saturday School in the building, and to encourage student participation. The coordinating teacher might also solicit additional tutors from the school's Partner-in-Education, from the local community, or from among current mentors in the school. It is recommended that Saturday School be staffed to maintain a low teacher/tutor to student ratio of 10:1, like for Help Night.

In addition to staff costs for teachers, coordinating teachers, and the Saturday School Coordinator, additional personnel costs will be incurred to open each school on Saturday. It is recommended that each school receive funding for materials and supplies to be used during Saturday School and that these funds be divided among schools based on enrollment and estimated ineligibility rates. Transportation (bus tokens) will be provided to all students who have a Metro Pass or normally receive Yellow Bus service when they attend Saturday School.

Saturday School Budget

Staffing:		
Teachers: 6,750 hours per year @ $21.80 an hour Extended Service[a]	$147,150	
Coordinating Teachers: 1,980 hours per year @ $23.43 an hour Extended service[b]	46,391	
Saturday School Director: .5 @ $38,000 per year[c]	19,000	
Custodians: 990 hours per year @ $18.26 per hour	18,077	
Plant Operators: 540 hours per year @ $25.79 per hour[d]	13,927	
Total Salaries	244,545	
Fringe Benefits @ 32%	78,254	
Total Staffing		$322,799
Materials and Supplies:		
$2,500 per school per year		27,500
Transportation:		
90,000 bus tokens @ $.50 per token[e]		45,000
Building Services:		
150 classrooms per week @ $5.54 per classroom per hour		24,930
Total Cost:		**$420,229**

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[a] These figures were based on the assumption that approximately 50 percent of ineligible students in grades nine through twelve will attend Saturday School and that on average they will attend every other week. Additionally it was assumed that Saturday School will run three hours a week, 30 weeks a year, and that half of the staff will be volunteer tutors. More or less interest in Saturday School will change costs accordingly.

[b] One coordinating teacher at each of the ten high schools and at Dater Junior High would be responsible for scheduling and coordinating Saturday School and would be paid six hours per week extended time to do so.

[c] One Saturday School Director would coordinate recruitment, orientation, and scheduling of volunteers and would be hired as a half-time supervisor (200 day).

[d] While all high schools require a Custodian to open the school on Saturday, only C.A.P.E., S.C.P.A., Withrow, Clark Academy, Walnut Hills and Dater Junior High require a plant operator.

[e] All students who have a Metro Pass or receive Yellow Bus service will be given two bus tokens each time they attend Saturday School.

These three interventions provide students a variety of ways to receive additional assistance to maintain or improve their grades. They complement each other in that they provide different sources of help at different times during the week. Every effort should be made to encourage students who are at-risk of losing their eligibility to take full advantage of these options. Students who want to maintain or improve their grades should also be encouraged to participate in these interventions.

The next two items are quasi-interventions that involve publicity efforts. That they were ranked first and third indicates the importance committee members attach to such efforts. Committee members also stressed the need to begin these publicity efforts no later than fourth quarter of this year. Because the policy takes effect in September 1992, grades from fourth quarter of this year will determine a student's eligibility to play football, march in the Pep Band, or sing in the Gospel Choir in the fall. Students must be given "fair warning" of the change so that they can work to remain eligible in the fall.

Item 1. Conduct a publicity campaign to ensure students, parents, teachers, coaches, club advisors, administrators, tutors, mentors, and the public understand the new policy, its implications, and their role in its successful implementation.

This item has been reworded to include the focus of items 13 and 15 which committee members often combined with item 1. This quasi-intervention involves making the many constituencies of the public schools fully aware of the new policy. A multi-faceted effort was recommended by the committee. First and foremost, students and their parents must be aware that this policy takes effect in the fall and that it may have a significant impact on each child's experience in school. Second, coaches, club advisors, and administrators who are and will be involved in monitoring student eligibility must be aware of what the new policy says, what it requires of them, and what they can do to help their athletes and activity participants maintain their eligibility. Third, teachers must know that they will be asked to provide grade reports for many more students than in the past and they they may have the opportunity through recommended interventions to assist their students outside of the regular classroom. Finally, tutors, mentors, and other volunteers who work in our schools, as well as each school's LSAC and the general public, need to see that this policy is an important part of the district's efforts to strengthen educational standards that some have called lax.

Item 3. Publicize existing interventions so that students, parents, teachers, coaches, club advisors, and the public know what is available.

This quasi-intervention involves additional publicity efforts. A wide variety of interventions are already in place in our schools and these will be supplemented with the interventions proposed by the committee. However, committee members indicated that students may not be aware of what is available or how to access such services. Additionally, implementation of the new policy may prompt students who have not previously sought out such services, to do so now. It is recommended that a systematic effort to document and publicize existing services be made. A district-wide "Directory of Services" could be developed that (a) identifies and describes each service, (b) indicates the days and/or hours when the service is available, (c) specifies any limits on eligibility for the services, and (d) indicates who to contact to become involved. Likewise, each school could develop a similar directory for services unique to the school. While the primary focus of these directories would be on interventions that are academically-oriented, services that address the causes of absenteeism or other factors that influence students' grades might also be included.

A proposal outlining publicity efforts related to both item 1 and item 3 and associated costs is shown in Appendix G.

The remaining three items that appeared on the list of eight most important strategies are not interventions in and of themselves. They can be seen as strategies to support implementation of the new policy or implementation of the three recommended interventions.

Item 5. Develop and use a timely, reliable, accurate, and proactive means of monitoring student progress/grades.

While committee members believe a standard form and procedures are needed to determine end-of-quarter eligibility, they also believe that more frequent monitoring of student grades would be helpful in identifying and resolving problems before students become ineligible. Nonetheless, committee members do not believe this process should be mandated or standardized across the district. Individual coaches and club advisors should be free to work out a system for monitoring the performance of student participants that meets their needs. Some coaches report that they currently do this weekly or bi-weekly and they use a variety of procedures to do so. There was some discussion of the feasibility of assigning an Activity Director or Academic Advisor to each school to coordinate mid-term and end-of-quarter eligibility determination and to assist in monitoring student progress on a more frequent basis.

Item 16. Provide computers to assist in monitoring eligibility.

As mentioned previously, a computer-based system for monitoring student eligibility is desirable, but not feasible for the present time. Nonetheless, committee members believe there should be some movement in this direction in the near future. Two options were discussed: (1) using the central mainframe computer to report quarterly GPAs and eligibility as part of the mark reporting application, and (2) providing personal computers, appropriate software, and staff to each school so that grades and eligibility can be monitored within the building. Because the policy applies to students in grades seven through twelve, either option would have to be developed to accommodate schools with students in any of these grades.

Item 11. Solicit tutors, mentors, and/or funds from CYC, the Business Community and Partners-in-Education.

This strategy is one that can be combined with any of the recommended interventions or with others that were identified. Committee members saw the need for developing a partnership with the public and the Business Community in addressing the implementation of the new policy. Just as publicity efforts must focus on the public, interventions must involve the public, as well. Tutors and mentors can be recruited to assist teachers, coaches, and club advisors during Help Nights, Study Tables, and Saturday School. They can also provide one-on-one assistance to students outside of these interventions. Additionally, community-based organizations might be approached to develop their own interventions to supplement those recommended by the committee.

Conclusions

In discussing and analyzing the new policy on interscholastic athletics and extracurricular activities, committee members identified a number of issues that must be addressed in a written procedure detailing implementation of the policy. The need for a policy revision to address OHSAA regulations was also identified.

Many potentially-useful intervention strategies were proposed by committee members to help students gain and maintain eligibility under the new policy. Of these, three (i.e., Help Nights, Study Tables, and Saturday School) were seen as most important and are recommended for implementation. It is also recommended that the most representative of these three (Help Nights) be piloted during the fourth quarter of this year to help students attain eligibility when the policy is implemented in the fall.

Additionally, committee members saw the need to publicize the revised policy and its implications. The policy significantly strengthens the academic requirements for participation in athletics and extracurricular activities and will have a major impact on many students. The district must do everything feasible to help them prepare for this change.

Recommendations

1. Because the policy as adopted on August 12, 1991, does not address OHSAA regulations, a revision is needed to indicate that all OHSAA regulations and eligibility criteria remain in effect. The new eligibility criteria are in addition to existing OHSAA regulations (e.g., regulations concerning transfer privileges and academic eligibility).

2. A procedure is needed that details implementation of the new policy and specifies associated responsibilities and duties.

3. A pilot of the recommended strategies should be started early in the fourth quarter of the 1991-92 school year. Because of the limited time available to develop the pilot interventions and because Help Nights are most representative of the other two interventions, it is recommended that Help Nights be piloted during the fourth quarter (associated costs: $157,000).

4. Publicity efforts should be started early in the fourth quarter of the 1991-92 school year focusing on implementation of the policy and available interventions (associated costs: $7,275).

DB/ju
January 1992

APPENDIX A

Policy on Interscholastic Athletics and Extracurricular Activities

INSTRUCTION 6145.1

Interscholastic Athletics and Extracurricular Activities

Extracurricular and athletic activities are a valuable part of the school program. Students who participate in these activities are expected to focus first on their academic responsibilities and then on the extracurricular activities.

Extracurricular activities are defined as those organized and supervised activities which are not a direct part of the school curriculum, such as chess club, talent shows, or athletics. Co-curricular activities, defined as those activities which are extensions of the curriculum beyond the class period, are not affected by this policy.

Students in grades 7-12 who wish to participate in athletics and extracurriculars must maintain a 2.0 average on a 4.0 scale. All courses will be counted in the average, and quarterly eligibility is independent of the eligibility status of previous quarters.

In addition, students in grades 7-12 must pass all courses each quarter to maintain eligibility. Opportunity for regaining eligibility will be provided at midterm. Academic probation may be granted once during the seven eligibility quarters of grades seven and eight, and twice during the sixteen eligibility quarters of grades 9-12. Students entering the 7th grade for the first time, or any student entering Cincinnati Public Schools for the first time at any grade, have no eligibility requirements for the first quarter of attendance.

The Superintendent shall establish the special provisions of academic probation. High school probation shall be granted only once in a single academic year, and never in two successive quarters.

Nothing in this policy shall be construed in such a manner as to discriminate against any student enrolled in Special Education programs, having an identified disability, or on the basis of any such disability.

Adopted: 07/10/44
Revised: 09/22/75
08/20/85
02/26/90
08/12/91

Effective with the 1992-93 school year

APPENDIX B

List of Committee Members

List of Committee Members

Dr. Bernard Barbadora, Director, Planning, Research and Evaluation (Chairman)
Ms. Kathleen Ware, Assistant Superintendent, Administration, Curriculum and Instruction
Mr. Major McNeil, Director, Health Services, Physical/Drivers Education, and Athletics
Mr. Joseph Bell, Associate Director, Athletics Office
Ms. Deborah Bruce, Associate, Planning, Research and Evaluation Branch

Ms. Rosa Blackwell, Principal, Hughes Center
Ms. Doris Frye, Principal, C.A.P.E.
Mr. Michael Hicks, Principal, Woodward
Mr. Jack Kennevan, Principal, Walnut Hills
Mr. Milton McCracken, Principal (Acting), S.C.P.A.
Mr. Jack Schroder, Principal, Aiken
Mr. Kenneth Smith, Principal, Dater Junior High
Mr. Lucius Ware, Principal, Withrow

Mr. Dennis Matthews, Assistant Principal, Western Hills
Mr. Steve Ranker, Assistant Principal, Clark Academy
Mr. Ray Spicher, Assistant Principal, Taft High
Ms. Hilda Thomas, Assistant Principal, Dater Junior High

Mr. Steve Berry, Teacher, S.C.P.A.
Ms. Susan Brockman Sharp, Teacher, Walnut Hills
Ms. Linda Childs-Jeter, Teacher, Withrow
Mr. Bruce Ellis, Athletic Director, C.A.P.E.
Mr. Murray Grace, Teacher, Clark Academy
Mr. Thomas Higgins, Athletic Director, Western Hills
Ms. Judith Hughes, Counselor, Walnut Hills
Ms. Mary Leary, Teacher, Woodward
Mr. Roger Meridith, Athletic Director, Hughes Center
Mr. Chris Nelms, Teacher, Roberts Paideia
Mr. Bob Noppert, Teacher, Taft High
Mr. Steve Sheehan, Teacher, C.A.P.E.

APPENDIX C

Proposed Form for Determining End-of-Quarter and Midterm Eligibility

Cincinnati Public Schools
EXTRACURRICULAR/ATHLETIC ACADEMIC ELIGIBILITY QUARTER/MIDTERM REPORT FORM
GRADES 7 THROUGH 12

Purpose: This form is applicable in two instances: (1) to qualify each student for participation in the next term and (2) to review the midterm status of an ineligible participant.

STUDENT NAME ______________________________ HOMEROOM _____ GRADE LEVEL _____
Last First Middle Initial

(please check one)
DATE ISSUED ________ For: SCHOOL YEAR ________ QUARTER (please circle) 1 2 3 4 : [ ] Midterm [ ] End of Term

PERIOD	COURSE TITLE	GRADE	NUMBER OF ABSENCES	COMMENTS	TEACHER SIGNATURE
1					
2					
3					
4					
5					
6					
7					
8					

ELIGIBILITY REQUIREMENTS

1. 2.0 quarter G.P.A.
2. Received no "F's."
3. Earned 4 units of credit toward graduation (grades 9 through 12).
4. Passed 75% of courses taken (grades 7 and 8).

CALCULATING GRADE POINT AVERAGE (G.P.A.)

$$\text{G.P.A.} = \frac{\text{Total Quality Points}}{\text{Number of Courses}}$$

Quality Points
A = 4 points
B = 3 points
C = 2 points
D = 1 point
F = 0 points
X = 0 points
I = 0 points

SCHOOL NAME: ____________ ACTIVITY: ____________ ORIGINATOR: ____________

APPENDIX D

Proposed Academic Probation Forms

Cincinnati Public Schools
EXTRACURRICULAR/ATHLETIC REQUEST FOR ACADEMIC PROBATION FORM
GRADES 7 AND 8

Student Name ______________________________ Birth Date ________
Last First Middle

School ____________________ Student ID No. ____________________ Grade _____

PROBATION IS A CONDITION UNDER WHICH A STUDENT IS PERMITTED ONE GRADING PERIOD IN ORDER TO MEET THE ACADEMIC STANDARDS FOR PARTICIPATION IN EXTRACURRICULAR/ATHLETIC ACTIVITIES SET FORTH BY THE CINCINNATI PUBLIC SCHOOLS. Probation may be granted one time during the 7 grading periods of eligibility of the 7th and 8th grade school years. Provisions of probation are as follows:

1. A student participant can be considered for academic probation if he or she:
   - (a) has earned less than a 2.0 average or received an "F" in the previous quarter, excluding summer school.
   - (b) has passed at least 75% of the total courses taken in the previous quarter, excluding summer school.
   - (c) has met all other school-based extracurricular/athletic eligibility criteria.
   - (d) completes the Extracurricular/Athletic Request For Academic Probation Form and returns it to the principal or designee.
2. The student and parent/guardian must participate in a scheduled conference with the principal/designee and other appropriate staff for the purpose of academic counseling before a decision on the request for probation will be made.

I have read and understand the above provisions regarding academic probation for participation in extracurricular/athletic activities. I understand that once the probation period is granted, it is counted as the one opportunity allowed and may not be rescinded.

Student Signature ______________________________ Date ________

Parent/Guardian Signature ______________________________ Date ________

Home Address ____
Street Address City State Zip Code

Home Phone Number ________________ Work Phone Number ________________

TO BE COMPLETED BY PRINCIPAL OR DESIGNEE

PROBATION IS ☐ APPROVED
PROBATION IS ☐ DISAPPROVED.

If disapproved, give reason: ______________________________

FOR ACTIVITY: ☐ EXTRACURRICULAR ☐ ATHLETICS ☐ BOTH

Date student entered 7th grade, middle/junior high school ________________

Principal/Designee Signature ______________________________ Date __________

This form is to be filed in the student's school record.

Cincinnati Public Schools
EXTRACURRICULAR/ATHLETIC REQUEST FOR ACADEMIC PROBATION FORM
GRADES 9 THROUGH 12

Student Name ______________________________ Birth Date ________
Last First Middle

School ______________ Student ID No. ______________ Grade ____

Have you been granted academic probation before? [ ] Yes [ ] No. If so, when?________

PROBATION IS A CONDITION UNDER WHICH A STUDENT IS PERMITTED ONE GRADING PERIOD IN ORDER TO MEET THE ACADEMIC STANDARDS FOR PARTICIPATION IN EXTRACURRICULAR/ATHLETIC ACTIVITIES SET FORTH BY THE CINCINNATI PUBLIC SCHOOLS. Probation may be granted only two times during the 16 grading periods of eligibility between 9th and 12th grade school years, only one time during any academic year and never two times in succession. Provisions of probation are as follows:

1. A student participant can be considered for academic probation if he or she:
   - (a) has earned less than a 2.0 average or received an "F" in the previous quarter, excluding summer school.
   - (b) has earned at least 4 units of credit toward graduation in the previous quarter, excluding summer school.
   - (c) has met all other school-based extracurricular/athletic eligibility criteria.
   - (d) completes the Extracurricular/Athletic Request For Academic Probation Form and returns it to the principal or designee.
2. The student and parent/guardian must participate in a scheduled conference with the principal/designee and other appropriate staff for the purpose of academic counseling before a decision on the request for probation will be made.

I have read and understand the above provisions regarding academic probation for participation in extracurricular/athletic activities. I understand that once the probation period is granted, it is counted as the one of the opportunities allowed and may not be rescinded.

Student Signature ______________________________ Date________

Parent/Guardian Signature ______________________________ Date________

Home Address ____
Street Address City State Zip Code

Home Phone Number ______________ Work Phone Number ______________

TO BE COMPLETED BY PRINCIPAL OR DESIGNEE

PROBATION IS [ ] APPROVED [ ] DISAPPROVED

If disapproved, give reason: ______________________________

[ ] FIRST PROBATION DATE________ [ ] SECOND PROBATION DATE ________

FOR ACTIVITY: [ ] EXTRACURRICULAR [ ] ATHLETICS [ ] BOTH

Date student entered high school______________ 412

Principal/Designee Signature ______________________________ Date________

This form is to be filed in the student's school record.

APPENDIX E

Athletics and Interscholastic Activities

Activities Covered by Board Policy 6145.1
Interscholastic Athletics and Extracurricular Activities

Athletics

- Baseball
- Basketball
- Bowling
- Cheerleading
- Cross Country
- Drill Team
- Drum Majors/Majorettes
- Football
- Golf
- Gymnastics
- Intramurals
- Soccer
- Softball
- Swimming
- Tennis
- Track
- Volleyball
- Wrestling

Extracurricular Activities

- Academic League Competitions
- Annual Show/Talent Show
- Art Club
- Art Gallery
- Band
- Big Brothers and Big Sisters
- CAMAS Wizards
- Choral
- Class Officers
- Dance Club
- Debate
- Dramatics
- Ecology/Sierra Club
- Flag Cadettes
- Forensics
- Gospel Choir
- Honor Society
- Host and Hostess
- Language Clubs
- Leadership Programs
- Literary Magazine
- M2SE
- MIME
- Modeling Club
- Newspaper
- Orchestra
- Outdoor Club
- Partners-in-Education
- Peer Counselors
- Pep Band
- Pep Club
- Print Club
- Project Charlie
- PSI Teen Leaders
- SADD
- Service Clubs
- Stage Manager
- Student Council
- Teen Institute
- Ushers
- Video Club
- Writing Club
- Yearbook

Note: The above extracurricular activities may be considered co-curricular activities at some schools or for some students. An activity is co-curricular if there is a course number associated with it and if the student received a grade for participation. Students do not need to meet the eligibility requirements of Board Policy 6145.1 to participate in co-curricular activities.

DB/ju
January 1992

APPENDIX F

Proposed Intervention Strategies

NO PASS/NO PLAY COMMITTEE MEETINGS

Proposed Intervention Strategies

1. Provide overview of the new policy and its implications in every class so students (and teachers) understand.

2. Involve students in a teaming approach so that activity participants help one another attain/maintain eligibility (e.g., one student calls another with homework assignment when out sick).

3. Publicize existing interventions at each school so students know what is available and how to gain access (e.g., master list of interventions with point of contact and intervention schedule for each).

4. Provide "Study Tables" for participants run by coaches/club advisors (i.e., specific time for team or club members to work on homework or get additional help).

5. Develop and use a timely, reliable, accurate and proactive means of monitoring student progress/grades.

6. Reinstate Fourth Quarter Rule. (Note: New policy establishes an "Every Quarter Rule.").

7. Provide systematic "Help Nights" where students can receive additional help in one subject area each night.

8. Solicit motivational speakers to talk to students about the need to succeed and about new policy (e.g., sports figures, Partners-in-Education).

9. Provide Saturday School (might be staffed with Xavier or UC education students).

10. Involve parents in the intervention.

11. Solicit mentors, tutors, and/or funds from Business Community and Partners-in-Education.

12. Help existing staff do their jobs better (e.g., inservices, supplies, etc., for teachers, counselors).

13. Provide orientation for teachers, club advisors, and coaches on the three new efforts--no pass/no play, promotion policy, discipline policy.

14. Provide flexibility so that existing staff can come in late and then stay late to provide after-school interventions (e.g., DPPF staff or Special Needs teachers).

15. Inservice teachers to ensure they understand their impact on the problem.

16. Provide computers to assist in monitoring eligibility.

17. Provide software to use with existing computers so that students can use them for self-tutoring and basic skills improvement.

18. Provide incentives to encourage teachers to attend school-sponsored activities (e.g., recognition or free passes to events).

19. Explore the possibility of using existing computer systems (e.g., Honeywell mainframe) to provide a list of eligible or ineligible students.

Proposed Intervention Strategies (Con't)

20. Provide training for students in organizational skills/study skills/time management.

21. Provide staffed computer labs for use by students during free periods of the school day and before and after school.

22. Revise or develop job descriptions for coaches and club advisors to include a focus on academics in their job duties.

23. Provide regular special school activity periods during which students can work with coaches, club advisors, or others on academics.

24. Assign tutors and/or teachers to existing study halls so that students can get help during those periods.

25. Provide year-round school.

26. Provide full-time staff person in each school to monitor eligibility and implement/direct intervention strategies.

DB/ju
January 1992

APPENDIX G

Proposed Publicity Plan

Cincinnati Public Schools
NO PASS, NO PLAY
Publicity Plan

PURPOSE: To inform about new policy, effective date, and intervention strategies planned to assist students.

TARGET AUDIENCES: Students, parents, community members, athletic and club advisors, all staff.

STRATEGY: Develop two-tiered plan: 1) district's responsibility to inform and 2) publicity and promotion, including public's awareness of continuing school reform.

IMPLEMENTATION: Shared between Communications Branch, Office of Quality Improvement, and Planning, Research and Evaluation.

Timeline	Manager	Cost	Item
3/23/92 3/30/92	Elmore	----	**NEWS RELEASE** (policy & intervention) First news release will announce policy and when it will take effect; second one will announce intervention strategies.
3/23/92 3/30/92	Elmore	----	**WRITTEN PSA** (policy & intervention) Written 30 second announcements that radio announcers can read on air, TV can use for community bulletin boards, and newspaper can list in neighborhood announcements. Same timing and content of news releases.
3/27/92	Barbadora		**LETTER FROM SUPERINTENDENT TO CLUB AND ATHLETIC ADVISORS** (policy only) Notify about policy, effective date, need to monitor students' grades, and importance of providing support.
		$ 10.00	Printing of letter to 500 advisors (estimate)
		$ 40.00	Five boxes of interoffice envelopes
		$ 30.00	Clerical, type labels, distribute letter
3/27/92	Barbadora		**LETTER FROM SUPERINTENDENT TO PRINCIPALS** (policy & intervention) 1) inform principals of policy and intervention strategies, 2) ask them to devote part of a staff meeting to the topic, 3) announce availability of video segments and speakers bureau, 4) request that schools include announce policy at end-of-year sports banquets and other recognition ceremonies, and 5) ask principals to take responsibility for making students aware of school's individual intervention assistance. Include flyer for each staff member.
		$ 110.00	Printing of flyer for each staff member, 6,100 copies, color paper, one side
		$ 8.00	Interoffice envelopes.

Cincinnati Public Schools
NO PASS, NO PLAY
Publicity Plan

Timeline	Manager	Cost	Item
3/31/92	Ohr/ Morrow		**AUDIO PSA FOR RADIO STATIONS** (policy only) Actual recording of students' voices saying how policy will affect them and their future.
		$ 60.00	10 tapes at $6.00 each
		$ 45.00	Delivery to 10 radio stations
4/1/92	Morrow		**SPEAKERS BUREAU** (policy & intervention) Include speaker(s) on "No Pass, No Play" policy in newly formed Speakers Bureau.
	Elmore		Develop one-page flyer using same students and quotes from Cable TV show/video segment to tie campaign together. Give presenters flyers to take to speaking engagement.
		$ 10.00	500 flyers for handouts, color paper, 1 sided
4/3/92	Curtis	----	**MEDIA RELATIONS** (policy & intervention) Visit editorial boards, meet with daily reporters from television, meet with general managers of TV stations to develop news packages. Investigate possibility of special appearances of superintendent with message to community.
4/3/92	Ohr/ Elmore		**TAPES FOR SCHOOL PA ANNOUNCEMENTS** (policy only) Copies of audio PSA that can be played over PA systems during daily announcements.
		$ 120.00	20 tapes at $6.00
4/3/92	Elmore		**LETTER FROM SUPERINTENDENT TO CHURCH GROUPS, PARENT GROUPS, LSACS, COMMUNITY ORGANIZATIONS, UNIONS** (policy & intervention) Inform about policy and intervention strategies. Mention availability of video and speakers bureau.
		$ 10.00	Printing 300 letters
		$ 8.00	One box of letterhead envelopes
		$ 8.00	One box of interoffice envelopes
		$ 20.00	Bulk mail postage, 200 community groups
		$ 60.00	Clerical, 1 day, type labels, bulk mail
4/3/92	Barbadora		**INSERT FLYER IN REPORT CARDS** (policy & intervention) Same flyer developed as handout for speakers bureau will be inserted in third-quarter report cards to notify all students of policy, effective date, and intervention strategies.
		$ 330.00	Printing of flyer, color paper, one side
		$ 8.00	Interoffice envelopes
		$ 30.00	Clerical support, count and package flyers

Cincinnati Public Schools
NO PASS, NO PLAY
Publicity Plan

Timeline	Manager	Cost	Item
4/6/92	Elmore		**POSTCARD, DIRECT MAIL TO STUDENTS' HOMES** (policy only) Notify parents and students, grades 6-11, of policy and effective date.
		$ 210.00	Printing and cutting, 4/sheet, color cardstock, two sides
		$1600.00	Postage, bulk mail, 20,000 pieces
		$ 600.00	WATCH, bulk mailing
4/13/92	Elmore		**FLYER, DIRECT MAIL TO "AT RISK" STUDENTS' HOMES** (intervention only) Notify student and parents that may not be eligible next quarter and what intervention programs are available at their school to assist. (Different flyer for each school.)
		$ 500.00	Printing and folding, one/sheet, color cardstock, two sides
		$ 820.00	Postage, bulk mail, 10,000 pieces
		$ 300.00	WATCH, bulk mailing
4/17/92	Ohr/ Morrow		**CABLE TV SEGMENT** (policy & intervention) Taped show announcing policy, discussing its effect, and mentioning strategies of how we are assisting students. Will also be broadcast to schools through INET for staff meetings.
		$ 50.00	Audio tape
		$ 300.00	Professional tape
		$ 100.00	Engineer
4/17/92	Elmore		**VIDEO SEGMENT FOR USE BY COMMUNITY GROUPS, PTA, LSAC, ETC.** (policy only) Advertise to community and parent groups that video segment on new policy can be checked out for use at meetings.
		$ 30.00	5 tapes at $6.00
4/30/92	Maue	----	**ARTICLE IN "IMAGES"** (policy & intervention)
4th qtr.	Morrow	----	**RADIO/TV TALK SHOWS** (policy & intervention) Schedule school staff or students for talk shows to discuss pros and cons of new policy and what we are doing to help students.

Cincinnati Public Schools
NO PASS, NO PLAY
Publicity Plan

Timeline	Manager	Cost	Item
Middle August	Barbadora		**SEND FLYERS TO SCHOOLS FOR INCLUSION IN OPENING OF SCHOOL PACKETS** (policy & intervention) Since the beginning of school for the 1992-93 school year is the first time students will be excluded, this flyer will remind parents of the policy, its effective date, and intervention strategies.
		$ 330.00	Printing of 20,000 flyers (current students grades 6-11)
		$ 8.00	Interoffice envelopes
		$ 30.00	Clerical support, count and distribute flyers
Beginning 92-93 yr.	Unassigned		**POSTER FOR SCHOOLS** (policy only) Feature student focus. Use same students and quotes from video and flyer. Hard-hitting message about effects of policy. To be placed in locker rooms, libraries, student lunchrooms. Will be reminder throughout the year.
		$ 50.00	Film and processing
		$1200.00	Printing of 750 posters, 30 to each of 25 target schools
		$ 90.00	Mailing tubes
		$ 30.00	Clerical support, package and distribute posters
		$7155.00	**TOTAL COST, PUBLICITY PACKAGE**

APPENDIX E

E-1-

CINCINNATI PUBLIC SCHOOLS
PLANNING, RESEARCH AND EVALUATION
230 EAST NINTH STREET
CINCINNATI, OHIO 45202

INTER-OFFICE CORRESPONDENCE

TO: Dr. Patricia Carr, Area Assistant Superintendent

FROM: Mr. Jerry Moore, Associate

DATE: July 22, 1992

RE: Suspensions for 1991-92

There were 20684 suspensions in the 1991-92 school year, 8985 more than in the previous school year (see Table 1).

The number of students suspended in the 1991-92 school year was 10210, an increase of 3541 from last year. The total number of students suspended was approximately 20.7% of the total student population.

Table 1. Number of Suspensions and Number of Students Suspended, 1990-91 and 1991-92.

		1991-92				
	1990-91	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Number of Suspensions	11699	5270	5739	5400	4275	20684
Number of Students Suspended	6669	3976	4364	4259	3368	10210
Approximate Percentage of Total Enrollment Suspended	13.2%	8.0%	8.7%	8.5%	6.7%	20.7%

Enclosed you will find a summary of 1991-92 suspension data along with suspension and expulsion tables and a few figures prepared by our office for your use.

JM/fei

enc.

c: Bernard Barbadora
Betty Elsey

Cincinnati Public Schools
SUSPENSIONS and EXPULSIONS for 1991-92
EXECUTIVE SUMMARY
July 22, 1992

The total number of suspensions for the 1991-92 school year was 20684, of which 1235 resulted in expulsions. The total 20684 represents an increase of 77% in comparison to the number of 1990-91 suspensions. Almost all of this increase occurred during the first three quarters of the school year.

Seventy-nine percent of suspensions were suspensions of black students and 21% were suspensions of non-black students. This is a two percentage point increase in the percentage of suspensions for black students in comparison to last school year.

Of the total suspensions, 10210 individual students were suspended, approximately 20.7% of the total student enrollment, almost 1.5 times as many in 1990-91; 5569 students were suspended once, 2118 two times, and 2523 three or more times. Almost 80% of the students in the Cincinnati Public Schools were *not* suspended during the school year.

The grade levels with the largest percentage of suspensions were grades 7 and 8 where 43% of all suspensions occurred. The percentages of suspensions at grades 4-6 and at grades 9-12 were 25% and 23%, respectively. At grades K-3 the percentage was 9%.

Of the various suspension offenses, four types continued to account for most (86%). These were: unruly conduct (31%), disorderly conduct (24%), fighting (20%), and profanity/obscenity (11%). Two of these offenses, fighting and profanity/obscenity, are mandatory suspension offenses. At each grade level grouping, the percentages these four offenses represented were:

- K-3 85% - Disorderly conduct (31%), fighting (31%), unruly conduct (18%), profanity/obscenity (5%)
- 4-6 88% - Fighting (33%), unruly conduct (25%), disorderly conduct (23%), profanity/obscenity (7%)
- 7-8 86% - Unruly conduct (34%), disorderly conduct (25%), fighting (14%), profanity/obscenity (13%)
- 9-12 83% - Unruly conduct (37%), disorderly conduct (21%), profanity/obscenity (15%), fighting (10%)

Forty-four percent of all suspensions were mandatory.

The average suspension length (excluding those which resulted in expulsions) for the fourth quarter was 4.2 days, 4.2 for black students and 4.3 for non-black students. The average length for each grade level grouping by race was:

• K-3	Black students 3.4 days	Non-black students 3.3 days
• 4-6	Black students 4.1 days	Non-black students 3.9 days
• 7-8	Black students 4.2 days	Non-black students 4.6 days
• 9-12	Black students 4.6 days	Non-black students 4.4 days

Forty-four percent of suspensions were for three days. Five and ten day suspensions accounted for 18% and 11% of suspensions, respectively. Suspension length ranged from one to ten days.

Of the total 20684 suspensions, 1235 resulted in expulsions. The 1235 compares to 532 expulsions in 1990-91, an increase of 703 expulsions or an increase of 132%. Of the expulsions, 1022 students were expelled one time, 84 were expelled twice, and 15 were expelled three or more times.

Expulsions for black students accounted for 78% of all expulsions, while expulsions for non-black students represented 22%. The percentage of expulsions for black students was down by two percentage points in comparison to last year.

Three-fourths of all expulsions occurred in grades six through nine. This was the same finding for last year.

The eleven mandatory expulsion offenses accounted for 746 or 60% of the total number of expulsions. There were 83 expulsions for assault on staff.

SUSPENSION TABLES

1991-1992

CINCINNATI PUBLIC SCHOOLS

JULY 1992

TABLE 1. NUMBER AND PERCENTAGE OF SUSPENSIONS WITHIN GRADE LEVEL GROUPINGS AND ADMINISTRATIVE AREAS BY RACE AND GENDER, 1991-92.

	BLACK						NON BLACK						TOTAL	
	F		M		TOTAL		F		M		TOTAL		N	%
	N	%	N	%	N	%	N	%	N	%	N	%		
AREA 1														
K-3	85	15.0%	337	59.4%	422	74.4%	12	2.1%	133	23.5%	145	25.6%	567	100.0%
4-6	304	18.1%	877	52.3%	1181	70.4%	82	4.9%	414	24.7%	496	29.6%	1677	100.0%
7-8	882	28.3%	1242	39.8%	2124	68.1%	272	8.7%	723	23.2%	995	31.9%	3119	100.0%
9-12	398	27.3%	644	44.1%	1042	71.4%	87	6.0%	331	22.7%	418	28.6%	1460	100.0%
TOTAL	1669	24.5%	3100	45.4%	4769	69.9%	453	6.6%	1601	23.5%	2054	30.1%	6823	100.0%
AREA 2														
K-3	95	15.2%	431	68.8%	526	84.0%	19	3.0%	81	12.9%	100	16.0%	626	100.0%
4-6	398	20.8%	1179	61.6%	1577	82.4%	54	2.8%	282	14.7%	336	17.6%	1913	100.0%
7-8	802	29.3%	1476	54.0%	2278	83.3%	124	4.5%	333	12.2%	457	16.7%	2735	100.0%
9-12	542	26.5%	1173	57.3%	1715	83.7%	114	5.6%	219	10.7%	333	16.3%	2048	100.0%
TOTAL	1837	25.1%	4259	58.2%	6096	83.3%	311	4.2%	915	12.5%	1226	16.7%	7322	100.0%
AREA 3														
K-3	110	18.0%	412	67.4%	522	85.4%	7	1.1%	82	13.4%	89	14.6%	611	100.0%
4-6	408	25.0%	977	59.8%	1385	84.8%	57	3.5%	191	11.7%	248	15.2%	1633	100.0%
7-8	882	29.5%	1615	54.0%	2497	83.5%	158	5.3%	334	11.2%	492	16.5%	2989	100.0%
9-12	332	25.4%	689	52.8%	1021	78.2%	69	5.3%	216	16.5%	285	21.8%	1306	100.0%
TOTAL	1732	26.5%	3693	56.5%	5425	83.0%	291	4.5%	823	12.6%	1114	17.0%	6539	100.0%
ALL AREAS														
K-3	290	16.1%	1180	65.4%	1470	81.5%	38	2.1%	296	16.4%	334	18.5%	1804	100.0%
4-6	1110	21.3%	3033	58.1%	4143	79.3%	193	3.7%	887	17.0%	1080	20.7%	5223	100.0%
7-8	2566	29.0%	4333	49.0%	6899	78.0%	554	6.3%	1390	15.7%	1944	22.0%	8843	100.0%
9-12	1272	26.4%	2506	52.1%	3778	78.5%	270	5.6%	766	15.9%	1036	21.5%	4814	100.0%
GRD TOTAL	5238	25.3%	11052	53.4%	16290	78.8%	1055	5.1%	3339	16.1%	4394	21.2%	20684	100.0%

PLANNING, RESEARCH AND EVALUATION BRANCH

TABLE 3. NUMBER OF SUSPENSIONS AT EACH GRADE LEVEL BY ADMINISTRATIVE AREA, RACE AND GENDER 1991-92.

	AREA 1					AREA 2					AREA 3					ALL AREAS				TL
	BLACK		NON BLACK		TL	BLACK		NON BLACK		TL	BLACK		NON BLACK		TL	BLACK		NON BLACK		
	F	M	F	M		F	M	F	M		F	M	F	M		F	M	F	M	
K	8	29	2	4	43	4	24		3	31		23		8	31	12	76	2	15	105
01	13	63	2	19	97	21	112		7	140	15	79	1	24	119	49	254	3	50	356
02	23	105	3	35	166	26	150	9	20	205	14	108	1	27	150	63	363	13	82	521
03	41	140	5	75	261	44	145	10	51	250	81	202	5	23	311	166	487	20	149	822
04	67	228	15	115	425	93	297	18	92	500	99	381	12	48	540	259	906	45	255	1465
05	89	347	13	120	569	135	365	9	88	597	105	273	16	66	460	329	985	38	274	1626
06	148	302	54	179	683	170	517	27	102	816	204	323	29	77	633	522	1142	110	358	2132
07	537	758	161	457	1913	419	922	70	213	1624	492	985	94	192	1763	1448	2665	325	862	5300
08	345	484	111	266	1206	383	554	54	120	1111	390	630	64	142	1226	1118	1668	229	528	3543
09	254	385	55	203	897	308	762	81	164	1315	167	312	34	103	616	729	1459	170	470	2828
10	92	136	20	75	323	140	222	18	37	417	70	130	17	66	283	302	488	55	178	1023
11	32	86	7	38	163	60	132	12	13	217	50	152	14	33	249	142	370	33	84	629
12	20	37	5	15	77	34	57	3	5	99	45	95	4	14	158	99	189	12	34	334
GRD TOTAL	1669	3100	453	1601	6823	1837	4259	311	915	7322	1732	3693	291	823	6539	5238	11052	1055	3339	20684

PLANNING, RESEARCH AND EVALUATION BRANCH

TABLE 4 NUMBER OF SUSPENSIONS AT EACH SCHOOL AND ADMINISTRATIVE AREA BY GRADE, RACE AND GENDER
1991-92

	04					05					06					TL
	BLACK		NON BLACK		TL	BLACK		NON BLACK		TL	BLACK		NON BLACK		TL	
	F	M	F	M		F	M	F	M		F	M	F	M		
AREA 1																
CARSON				1	1		1			1	1		1	2	4	6
CENTRAL FAIRMOUNT	2	27	1	16	46	15	55		6	76	8	22	11	38	79	201
CHEVIOT	2	2			4	2	8	2	3	15	8	5	1	6	20	39
COVEDALE	13	19	1	9	42	1	6		8	15	4	31	3	9	47	104
HAYS	3	10		4	17	1	23		1	25	7	9		2	18	60
HEBERLE		16	4	4	24	2	5		6	13	7	8	1	1	17	54
HEINOLD		6		1	7		5		5	10	2	5	1	1	9	26
MIDWAY	1			2	3	6	11		1	18	2	12		4	18	39
NORTH FAIRMOUNT	10	30		2	42	8	43	1	5	57	10	31	1	8	50	149
OYLER	4	18		10	32	3	29	1	9	42	15	14	9	13	51	125
QUEBEC HEIGHTS	1	4	2		7	2	8	2	2	14		5	1	5	11	32
ROBERTS	5	15	2	8	30	4	21	2	21	48	12	9	9	21	51	129
ROLL HILL	1	5		2	8	1	10	1	7	19	2	5	1	5	13	40
ROTHENBERG	10	29		3	42	11	50		3	64	16	49		2	67	173
SANDS		1			1	2	1			3	1	2			3	7
SAYLER PARK		1		6	7	2	1		2	5			2	6	8	20
WASHBURN	7	6		13	26	14	31		6	51	8	26		13	47	124
WASHINGTON PARK		18		9	27	2	10	1	3	16	9	35	7	5	56	99
WESTWOOD	2	3	2	16	23	2	12	2	28	44	9	14	5	34	62	129
WHITTIER	2	13		2	17	2	17	1	2	22	1	7		1	9	48
S.C.P.A	4	5	3	7	19	9			2	11	26	13	1	3	43	73
TL	67	228	15	115	425	89	347	13	120	569	148	302	54	179	683	1677
AREA 2																
BOND HILL							5			5	4	10	1	1	16	21
BURTON	10	32			42	15	54			69	12	20	1		33	144
C.A.P.E (ELEM)	8	28		11	47	6	24		1	31		3			3	81
CARTHAGE	3	1			4		6		1	7						11
CHASE	39	155	17	65	276	52	130	5	69	266	77	242	7	45	371	913
CLIFTON	8	21		5	34	6	41	1	5	53	9	43		8	60	147
COLLEGE HILL						4	3	1	2	10	1	4			5	15
HARTWELL	4	1		2	7	3	13		1	17	2	6		2	10	34
LOSANTIVILLE	1	3	1		5	1	4			5	5	6			11	21
MT. AIRY	4	10		1	15	5	16	2	3	26	11	13	3	6	33	74
NORTH AVONDALE	1				1		1			1	1	1			2	4
PLEASANT HILL	8	23		6	37	15	52		3	70	15	36		6	57	164
PLEASANT RIDGE	3	9		2	14	18	12		3	33	3	19	1	1	24	71
ROSELAWN/ CONDON	2	3			5		3			3	1	19			20	28
SWIFTON		11			11		1			1						12
C.A.P.E.											28	95	14	32	169	169
CLARK	2				2						1			1	2	4
TL	93	297	18	92	500	135	365	9	88	597	170	517	27	102	816	1913
AREA 3																
ANDERSON PLACE		5	1		6	3	10		1	14	4	6		6	16	36
BRAMBLE	6	23	1	5	35	6	27		8	41	17	29	1		47	123
DOUGLASS	8	45		11	64	14	30			44	1	11	1		13	121
EASTERN HILLS	8	47	2	4	61	13	29	2	7	51	21	28	4	11	64	176
EASTWOOD				1	1	1	5		5	11	4	5		3	12	24
FAIRVIEW	13	27		4	44	6	2	1	1	10						54
HOFFMAN	1	1			2	1	3		1	5	2	4			6	13
HYDE PARK	11	31	1	2	45	16	22		8	46	13	29		12	54	145
KILGOUR		28			28	2	11	1	3	17	3	8		4	15	60
LINWOOD	4	15	2	5	26	9	7	3	4	23	3	2	1	3	9	58
MCKINLEY									1	1						1
MILLVALE							1			1						1
MT. WASHINGTON	3	4	1	1	9	1	15	3	8	27	7	4	1	10	22	58
PARHAM	4	8		2	14	2	4			6	10	20	1		31	51
ROCKDALE	4	35		1	40	3	27			30	3	30			33	103
ROOSEVELT	4	17	1		22	12	18		10	40	12	16	1	4	33	95
SAWYER (CBA/AWL)	6	15		4	25	6	9		1	16	82	77	15	15	189	230
SILVERTON	2	13		1	16	1	19	3	5	28	6	13	1	2	22	66
SOUTH AVONDALE	3	1			4		2			2	3	1			4	10
TAFT		3			3		1			1		3			3	7
VINE	14	36		7	57	5	29	3	3	40	1	16	1	7	25	122
WINDSOR	8	27	3		38	4	2			6	12	20	2		34	78
PEOPLES												1			1	1
TL	99	381	12	48	540	105	273	16	66	460	204	323	29	77	633	1633
TOTAL	259	906	45	255	1465	329	985	38	274	1626	522	1142	110	358	2132	5223

TABLE 5 NUMBER OF SUSPENSIONS AT EACH SCHOOL AND ADMINISTRATIVE AREA BY OFFENSE, 1991-92

	SUSPENSION OR EXPULSION								MANDATORY SUSPENSION/POSSIBLE EXPULSION												MANDATORY EXPULSION												TL
	DIS ORDR LY CNDT	GAMB LING	NEGL IGEN TORI VING	SEX UAL COND UCT	SMOK ING	TRES PASS	UNRU LY COND UCT	TL	BREA KING & ENTR	DE FACE OF PRTY	FALS IDEN TIFI CATN	FIGH TING	FORG ERY	FRAU D	PROF ANE/ OBSC ENE	RECK LESS DRIV ING	SEX UAL HAR ASMT	THFT /POS STLN PRTY	VIOL ENT DISC NDT	TL	ALCO HOL/ DRGS	ASLT STU DENT	ASLT STAF	DES TRCT OF PRTY	DAN WPNS / OBJS	EX PLOS IVES	FALS FIRE ALRM /BMB	IN DICT MENT	ROB BERY	SEX UAL ASLT ABUS	STAR TING A FIRE	TL	
AREA 1																																	
CARSON	1						5	6				4								4			1									1	11
CENTRAL FAIRMOUNT	109				3		42	154	2	6		78			6			4		96													250
CHEVIOT	19			2			40	61				15			2			1	4	22		1			2							3	86
COVEDALE	57			4			16	77				32	2		3			9	1	47			1		2							3	127
HAYS	21						22	43				35			1					36			1		2							3	82
HEBERLE	35						15	50				8						2	4	14	1	7	1		1							10	74
HEINOLD	24			1			10	35	3			15			13		1	2	3	37		1										1	73
MIDWAY	11							11				26			3			4		33		4										4	48
NORTH FAIRMOUNT	55			2	2		29	88		1		66			21			2		90		1	1		1							3	181
OYLER	55			4		1	19	79				54			13			7	2	76		5	6		1				3			15	170
QUEBEC HEIGHTS	5			2			3	10				14			1		1		11	27													37
ROBERTS	20			2	1		26	49	3			83	2	1	13		2	10	23	137		3	1		1		1					6	192
ROLL HILL	17						15	32		1		41			2			4		48				1								1	81
ROTHENBERG	33			1			24	58				101			18		2	4	53	178	2	4	2		3		1					12	248
SANDS	3						2	5				2						1		3		1										1	9
SAYLER PARK	11						1	12				7			1			1		9													21
WASHBURN	78						31	109		2		30			14				8	54		3	1		2							6	169
WASHINGTON PARK	27			4	1		19	51		1		42		3	8		1	2	12	69		2	3		8						1	14	134
WESTWOOD	49						61	110				54			18			3	3	78		2		1								3	191
WHITTIER	23					1	10	34				21			6			4	2	33		2	1									3	70
BLOOM	124	1		6		8	96	235		5		90		1	60		5	6	29	196	1	25	4	1	6	1						38	469
DATER	564			1	5	5	52	627	1	10	1	90	3	3	137			14	19	278		10	3	1	5	1						20	925
GAMBLE	445			1	12	2	165	625		3		161	1		167		4	3	66	405		14	3	8	7		1			1	1	35	1065
PORTER	43			2	13	3	309	370		5		87			137		1	3	36	269	3	7	1	1	2					1		15	654
S.C.P.A.	35			1		2	42	80				34	4	4	24		2	13		81		15	3	1	6					1	2	28	189
TAFT	61			1	22	6	83	173		2		42			72		2	3	3	124	2	8	1		3						1	15	312
WESTERN HILLS	124				3	7	565	699		3	11	107	8		87			15	11	242	1	8	3		2							14	955
TOTAL	2049	1		34	62	35	1702	3883	9	39	12	1339	20	12	827		21	117	290	2686	10	123	37	14	54	2	3		3	3	5	254	6823
AREA 2																																	
BOND HILL	2						5	7				3			2					5	3	1			8							12	24
BURTON	59						6	65	4			77			3			2	1	87					2						1	3	155
C.A.P.E (ELEM)	50			2			17	69		2		120			5		5	3	12	147			2		1		2					5	221
CARTHAGE	4			1			1	6				10	1		2					13													19
CHASE	64			2		2	502	570		1	1	237	2		100			22	8	371		24			11	1						36	977
CLIFTON	51	4		2			37	94		2	1	82			18			8	1	112		1	1		1	1						4	210
COLLEGE HILL	5						1	6				13						1		14		1			2							3	23
HARTWELL	5						17	22				22			3			2	1	28													50
KIRBY ROAD	16						8	24				1								1			1									1	26
LOSANTIVILLE	2			1			10	13				18						2		20													33
MT. AIRY	27						26	53		2		38	1		10			2	10	63		3	1	1	4							9	125
NORTH AVONDALE	4							4				1						1	2	4													8
PLEASANT HILL	137			1			33	171				70			1			2		73					1		2					3	247
PLEASANT RIDGE	35			2			11	48		3		40			8		1	3	5	60													108
ROSELAWN/ CONDON	19						27	46				20			9				1	30		2			5							7	83
SWIFTON	5			1			3	9				30			2			1		33		5	1		1							7	49
WINTON PLACE	25			2			2	29				10			4			2		16		2										2	47
CREST HILLS	47	9		5		3	104	168		4	1	106	1		78		2	4	2	198	3	7	1		18	1			1			31	397
SCHWAB	367	4		4	4	11	759	1149		3	1	198	5	1	150		3	7	21	389	8	14	3		18	2	1		1			47	1585
AIKEN	324	3	1	10	11	12	250	611		7	2	105	19	7	194	1	6	8	1	350	2	21	6	1	6	2					1	39	1000
C.A.P.E.	85	2		6	11	7	552	663	4	18	4	130	8	22	193		4	27	10	420	3	22	1	1	5		1		2			35	1118
CLARK	7				1		1	9				11						2	1	14		1			1							2	25
WOODWARD	40			1	6	22	378	447		3	4	112	2	7	89		6	12	30	265	12	36	10	1	5				1	3		68	780
GUILFORD				1			5	6			1	1								2		2	1		1							4	12
TOTAL	1380	22	1	41	33	57	2755	4289	8	45	15	1455	39	37	871	1	27	111	106	2715	31	142	28	4	90	7	6		5	3	2	318	7322

TABLE 6. NUMBER OF SUSPENSIONS OF EACH OFFENSE BY GRADE LEVEL GROUPINGS, RACE AND GENDER, 1991-92.

	K-3					4-6					7-8					9-12					ALL AREAS				TOTAL
	BLACK		NON BLACK		TL	BLACK		NON BLACK		TL	BLACK		NON BLACK		TL	BLACK		NON BLACK		TL	BLACK		NON BLACK		
	F	M	F	M		F	M	F	M		F	M	F	M		F	M	F	M		F	M	F	M	
SUSPENSION OR EXPULSION																									
DISORDERLY CONDT	79	369	12	91	551	229	745	40	206	1220	616	1155	86	393	2250	238	541	62	178	1019	1162	2810	200	868	5040
GAMBLING							3		1	4		17		2	19		16			16		36		3	39
NEGLIGENTDRIVING																	1		2	3		1		2	3
SEXUAL CONDUCT		20		2	22	3	32		3	38		30	2	3	35	3	12	4	3	22	6	94	6	11	117
SMOKING						2	1	3	2	8		1	28	23	52	1	3	20	49	73	3	5	51	74	133
TRESPASS		3			3	4	3			7	22	38	7	2	69	11	44	4	5	64	37	88	11	7	143
UNRULY CONDUCT	60	193	10	76	329	234	751	54	243	1282	882	1405	229	452	2968	453	954	97	293	1797	1619	3303	390	1064	6376
TOTAL	129	585	22	169	905	472	1535	97	455	2559	1520	2646	352	875	5393	706	1571	187	530	2994	2827	6337	658	2029	11851
MANDATORY SUSPENSION/POSSIBLE EXPULSION																									
BREAKING & ENTR	1	1			2	2	7			9	1	7			8				1	1	4	15		1	20
DEFACEMENT PRTY		6		2	8	12	9	1	7	29	27	20	7	10	64	12	12	1	6	31	51	47	9	25	132
FALSE ID							2			2	5	4		2	11	6	15	1	2	24	11	21	1	4	37
FIGHTING	106	373	9	68	556	426	984	53	277	1740	362	668	63	186	1279	185	247	23	46	501	1079	2272	148	577	4076
FORGERY						3	7		4	14	21	9	3	3	36	33	17	10	11	71	57	33	13	18	121
FRAUD						7	1	3		11	18	8	5	4	35	16	10	4	1	31	41	19	12	5	77
PROFANE/ OBSCENE	8	68	3	12	91	90	189	17	78	374	417	499	89	182	1187	230	367	26	100	723	745	1123	135	372	2375
RECKLESS DRIVING																	1			1		1			1
SEXUAL HARASMT		4			4		19			19	1	25		3	29		20		4	24	1	68		7	76
THFT/POSSTLNPRTY	18	28	2	7	55	39	62	11	17	129	26	55	4	15	100	16	48	3	15	82	99	193	20	54	366
VIOLENT DIS CNDT	15	47		17	79	27	95	4	21	147	103	168	11	48	330	13	50	4	12	79	158	360	19	98	635
TOTAL	148	527	14	106	795	606	1375	89	404	2474	981	1463	182	453	3079	511	787	72	198	1568	2246	4152	357	1161	7916
MANDATORY EXPULSION																									
ALCOHOL/DRUGS						4	4	1	1	10	7	27	8	10	52	14	31	1	6	52	25	62	10	17	114
ASSAULT STUDENT	7	25	1	7	40	16	54	2	9	81	21	99	5	8	133	29	70	8	14	121	73	248	16	38	375
ASSAULT STAFF	3	10		3	16	3	19	2	4	28	10	14	2		26	9	18	2	2	31	25	61	6	9	101
DESTRUCTION PRTY							5		3	8	2	9		10	21		5		2	7	2	19		15	36
DAN WPNS / OBJS	3	24	1	9	37	7	31	2	10	50	21	53	4	30	108	3	16		8	27	34	124	7	57	222
EXPLOSIVES		1		1	2	1	2		1	4		12	1	2	15		1		3	4	1	16	1	7	25
FALS FR ALRM/BMB		7			7						2	4			6		2			2	2	13			15
INDICTMENT												1			1							1			1
ROBBERY							5			5	1	1			2				1	1	1	6		1	8
SEXUAL ASLT/ABUS		1			1		1			1		2		1	3		3		1	4		7		2	9
STARTING A FIRE				1	1	1	2			3	1	2		1	4		2		1	3	2	6		3	11
TOTAL	13	68	2	21	104	32	123	7	28	190	65	224	20	62	371	55	148	11	38	252	165	563	40	149	917
GRD TOTAL	290	1180	38	296	1804	1110	3033	193	887	5223	2566	4333	554	1390	8843	1272	2506	270	766	4814	5238	11052	1055	3339	20684

PLANNING, RESEARCH AND EVALUATION BRANCH

TABLE 8. NUMBER AND PERCENTAGE OF STUDENTS SUSPENDED WITHIN GRADE LEVEL GROUPINGS AND ADMINISTATIVE AREAS BY THE NUMBER OF TIMES SUSPENDED AND RACE, 1991-92

	SUSPENDED ONE TIME			SUSPENDED TWO TIMES			SUSPENDED THREE TIMES OR MORE			TOTAL				TOTAL
	BLACK	NON BLACK	TOTAL	BLACK	NON BLACK	TOTAL	BLACK	NON BLACK	TOTAL	BLACK		NON BLACK		N
	N	N	N	N	N	N	N	N	N	N	%	N	%	
AREA 1														
K-3	214	68	282	50	20	70	29	10	39	293	74.9%	98	25.1%	391
4-6	414	186	600	145	50	195	119	53	172	678	70.1%	289	29.9%	967
7-8	326	167	493	199	81	280	309	152	461	834	67.6%	400	32.4%	1234
9-12	361	172	533	122	44	166	112	43	155	595	69.7%	259	30.3%	854
TOTAL	1315	593	1908	516	195	711	569	258	827	2400	69.6%	1046	30.4%	3446
AREA 2														
K-3	259	49	308	54	6	60	41	8	49	354	84.9%	63	15.1%	417
4-6	373	85	458	165	24	189	190	49	239	728	82.2%	158	17.8%	886
7-8	291	77	368	163	37	200	331	70	401	785	81.0%	184	19.0%	969
9-12	522	102	624	206	45	251	192	37	229	920	83.3%	184	16.7%	1104
TOTAL	1445	313	1758	588	112	700	754	164	918	2787	82.6%	589	17.4%	3376
AREA 3														
K-3	236	45	281	65	9	74	43	8	51	344	84.7%	62	15.3%	406
4-6	442	94	536	146	35	181	163	22	185	751	83.3%	151	16.7%	902
7-8	442	141	583	221	58	279	356	58	414	1019	79.9%	257	20.1%	1276
9-12	380	123	503	136	37	173	104	24	128	620	77.1%	184	22.9%	804
TOTAL	1500	403	1903	568	139	707	666	112	778	2734	80.7%	654	19.3%	3388
ALL AREAS														
K-3	709	162	871	169	35	204	113	26	139	991	81.6%	223	18.4%	1214
4-6	1229	365	1594	456	109	565	472	124	596	2157	78.3%	598	21.7%	2755
7-8	1059	385	1444	583	176	759	996	280	1276	2638	75.8%	841	24.2%	3479
9-12	1263	397	1660	464	126	590	408	104	512	2135	77.3%	627	22.7%	2762
GRD TOTAL	4260	1309	5569	1672	446	2118	1989	534	2523	7921	77.6%	2289	22.4%	10210

PLANNING, RESEARCH AND EVALUATION BRANCH

TABLE 10. MEAN LENGTH (IN DAYS) OF SUSPENSIONS FOR EACH OFFENSE BY GRADE LEVEL GROUPINGS AND BY RACE, 1991-92.

	K-3			4-6			7-8			9-12			TOTAL		
	BLACK	NON BLACK	TL	BLACK	NON BLACK	TL	BLACK	NON BLACK	TL	BLACK	NON BLACK	TL	BLACK	NON BLACK	TL
SUSPENSION OR EXPULSION															
DISORDERLY CONDT	3.5	3.2	3.4	4.2	3.7	4.1	4.5	5.3	4.7	4.3	4.8	4.4	4.3	4.6	4.3
GAMBLING				2.0	2.0	2.0	3.8	3.0	3.7	4.9		4.9	4.1	2.7	4.0
NEGLIGENTDRIVING										5.0	9.0	7.7	5.0	9.0	7.7
SEXUAL CONDUCT	3.8	3.0	3.8	4.7	3.7	4.6	5.5		5.5	6.4	7.3	6.7	5.0	5.8	5.1
SMOKING				3.7	3.8	3.7	3.0	4.5	4.5	4.0	3.0	3.1	3.8	3.7	3.7
TRESPASS	5.3		5.3	6.1		6.1	6.6	3.7	6.2	7.0	6.0	6.9	6.7	4.8	6.5
UNRULY CONDUCT	3.4	3.2	3.4	3.7	3.8	3.7	3.6	3.9	3.7	3.9	4.0	3.9	3.7	3.9	3.7
TOTAL MEAN	3.5	3.2	3.4	3.9	3.8	3.9	4.1	4.5	4.2	4.1	4.2	4.1	4.0	4.2	4.0
MANDATORY SUSPENSION/POSSIBLE EXPULSION															
BREAKING & ENTR	6.5		6.5	6.9		6.9	9.8		9.8		10.0	10.0	7.6	10.0	7.8
DEFACEMENT PRTY	2.3	3.0	2.5	3.8	3.0	3.6	4.2	6.1	4.7	6.0	6.0	6.0	4.4	5.2	4.6
FALSE ID				6.0		6.0	3.9	4.0	3.9	3.7	3.3	3.6	3.9	3.6	3.8
FIGHTING	3.2	3.0	3.1	4.1	3.9	4.1	4.6	4.5	4.6	7.3	6.5	7.2	4.5	4.3	4.5
FORGERY				3.3	5.0	3.8	4.1	5.0	4.3	4.2	4.8	4.4	4.1	4.8	4.3
FRAUD				5.4	3.7	4.9	4.1	4.3	4.2	4.7	3.0	4.5	4.5	3.8	4.4
PROFANE/ OBSCENE	3.3	2.7	3.2	4.3	4.6	4.4	4.1	4.4	4.2	3.9	3.5	3.9	4.0	4.2	4.1
RECKLESS DRIVING										3.0		3.0	3.0		3.0
SEXUAL HARASMT	3.5		3.5	5.8		5.8	5.4	2.5	5.1	5.1	8.0	5.5	5.3	5.8	5.3
THFT/POSSTLNPRTY	3.2	3.9	3.3	4.9	4.7	4.9	5.5	5.0	5.4	5.7	6.0	5.7	4.9	5.0	4.9
VIOLENT DIS CNDT	4.0	4.3	4.1	4.9	4.3	4.8	5.3	5.9	5.4	7.3	8.2	7.5	5.2	5.6	5.3
TOTAL MEAN	3.2	3.2	3.2	4.3	4.1	4.2	4.5	4.6	4.5	5.3	4.9	5.3	4.5	4.4	4.4
MANDATORY EXPULSION															
ALCOHOL/DRUGS				7.0		7.0	2.0		2.0	10.0		10.0	6.5		6.5
ASSAULT STUDENT	3.6	4.8	3.9	6.4	5.3	6.2	6.4	78.0	12.3	6.2	10.0	6.6	5.6	12.5	6.7
ASSAULT STAFF	8.5		8.5	5.5	10.0	6.1	5.0		5.0	14.0	7.0	10.5	7.3	8.0	7.4
DESTRUCTION PRTY				4.3	1.5	3.3	6.4	4.8	5.7	7.5	5.0	6.7	5.8	3.9	5.1
DAN WPNS / OBJS	5.2	5.0	5.1	5.9	10.0	6.4	6.4	6.5	6.5		6.0	6.0	5.8	6.1	5.9
EXPLOSIVES	9.0	4.0	6.5	4.0		4.0	9.0	7.0	8.6				7.6	5.5	7.1
FALS FR ALRM/BMB	5.8		5.8				4.0		4.0	5.0		5.0	5.1		5.1
ROBBERY							10.0		10.0				10.0		10.0
SEXUAL ASLT/ABUS				6.0		6.0							6.0		6.0
STARTING A FIRE				2.0		2.0	8.0		8.0				5.0		5.0
TOTAL MEAN	5.1	4.8	5.0	5.8	5.6	5.7	6.5	13.0	7.9	7.1	7.3	7.1	6.0	7.8	6.4
GRD MEAN	3.4	3.3	3.4	4.1	3.9	4.1	4.2	4.6	4.3	4.6	4.4	4.5	4.2	4.3	4.2

EXCLUDES ANY SUSPENSION WHICH RESULTED IN AN EXPULSION

PLANNING, RESEARCH AND EVALUATION BRANCH

Figure 1. Number of Suspensions, Quarters 1-4, 1990-91 and 1991-92.

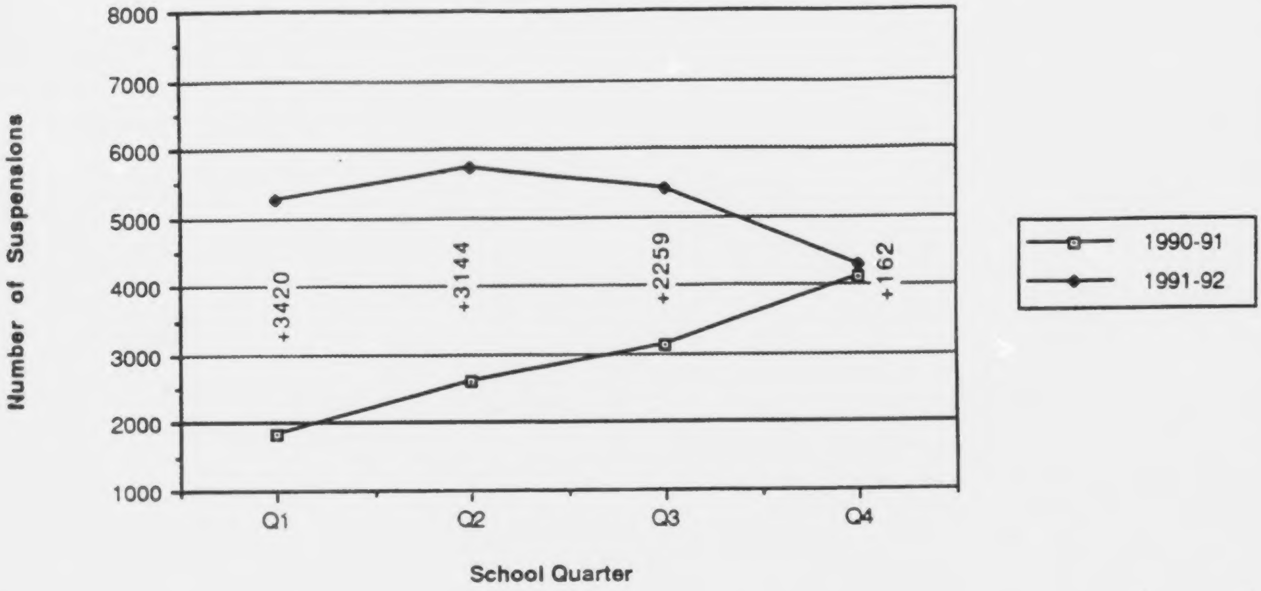


Figure 2. Percentage of Suspensions by Grade Level Grouping, 1991-92.

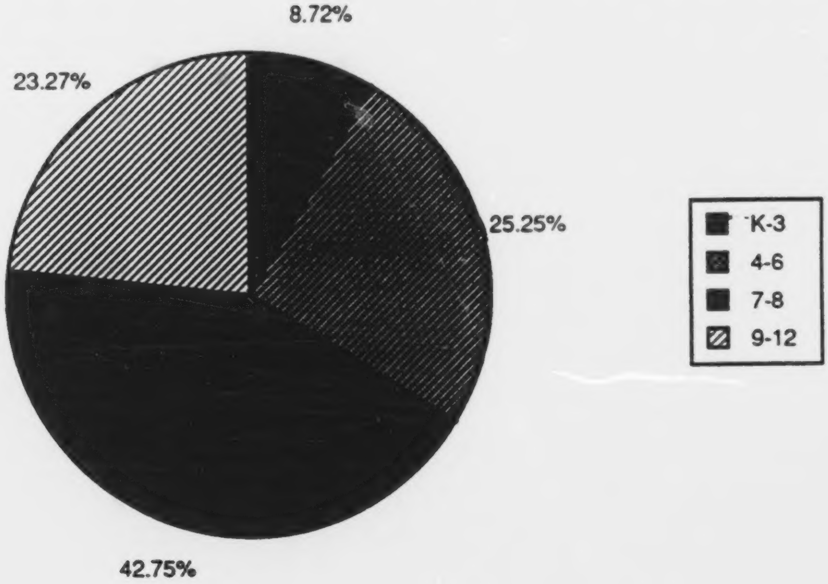
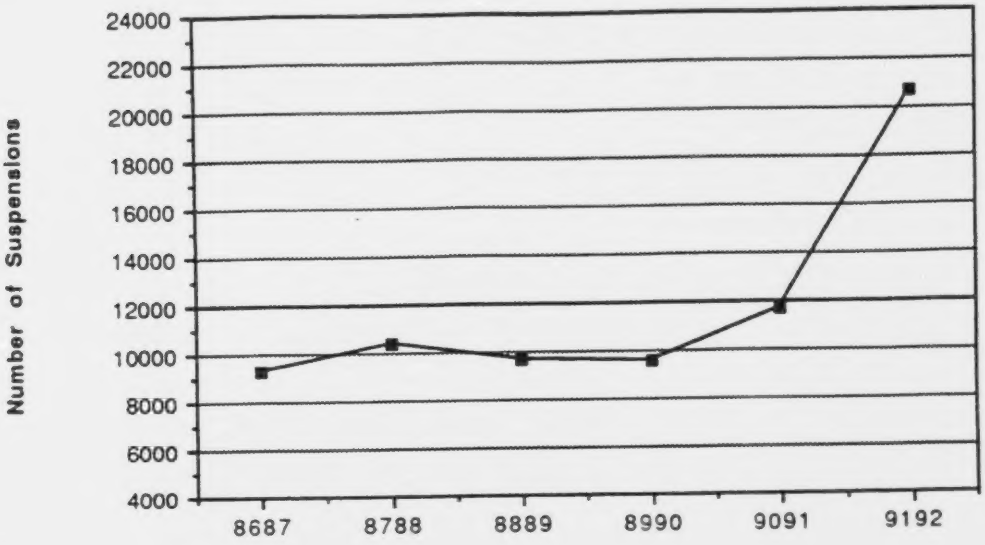


Figure 5. Number of Suspensions, 1986-87 Through 1991-92.



EXPULSION TABLES

1991-1992

CINCINNATI PUBLIC SCHOOLS

JULY 1992

TABLE 1. NUMBER AND PERCENTAGE OF EXPULSIONS WITHIN GRADE LEVEL GROUPINGS AND ADMINISTRATIVE AREAS BY RACE AND GENDER, 1991-92.

	BLACK						NON BLACK						TOTAL	
	F		M		TOTAL		F		M		TOTAL		N	%
	N	%	N	%	N	%	N	%	N	%	N	%		
AREA 1														
K-3	5	12.2%	22	53.7%	27	65.9%	1	2.4%	13	31.7%	14	34.1%	41	100.0%
4-6	15	20.5%	44	60.3%	59	80.8%	3	4.1%	11	15.1%	14	19.2%	73	100.0%
7-8	53	26.4%	105	52.2%	158	78.6%	9	4.5%	34	16.9%	43	21.4%	201	100.0%
9-12	15	21.4%	40	57.1%	55	78.6%	1	1.4%	14	20.0%	15	21.4%	70	100.0%
TOTAL	88	22.9%	211	54.8%	299	77.7%	14	3.6%	72	18.7%	86	22.3%	385	100.0%
AREA 2														
K-3	1	9.1%	6	54.5%	7	63.6%	1	9.1%	3	27.3%	4	36.4%	11	100.0%
4-6	15	16.7%	61	67.8%	76	84.4%	4	4.4%	10	11.1%	14	15.6%	90	100.0%
7-8	33	22.6%	86	58.9%	119	81.5%	8	5.5%	19	13.0%	27	18.5%	146	100.0%
9-12	27	19.3%	87	62.1%	114	81.4%	9	6.4%	17	12.1%	26	18.6%	140	100.0%
TOTAL	76	19.6%	240	62.0%	316	81.7%	22	5.7%	49	12.7%	71	18.3%	387	100.0%
AREA 3														
K-3	7	28.0%	18	72.0%	25	100.0%							25	100.0%
4-6	11	16.4%	42	62.7%	53	79.1%	2	3.0%	12	17.9%	14	20.9%	67	100.0%
7-8	50	18.7%	138	51.5%	188	70.1%	21	7.8%	59	22.0%	80	29.9%	268	100.0%
9-12	24	23.3%	57	55.3%	81	78.6%	7	6.8%	15	14.6%	22	21.4%	103	100.0%
TOTAL	92	19.9%	255	55.1%	347	74.9%	30	6.5%	86	18.6%	116	25.1%	463	100.0%
ALL AREAS														
K-3	13	16.9%	46	59.7%	59	76.6%	2	2.6%	16	20.8%	18	23.4%	77	100.0%
4-6	41	17.8%	147	63.9%	188	81.7%	9	3.9%	33	14.3%	42	18.3%	230	100.0%
7-8	136	22.1%	329	53.5%	465	75.6%	38	6.2%	112	18.2%	150	24.4%	615	100.0%
9-12	66	21.1%	184	58.8%	250	79.9%	17	5.4%	46	14.7%	63	20.1%	313	100.0%
GRD TOTAL	256	20.7%	706	57.2%	962	77.9%	66	5.3%	207	16.8%	273	22.1%	1235	100.0%

PLANNING, RESEARCH AND EVALUATION BRANCH

TABLE 3. NUMBER OF EXPULSIONS AT EACH GRADE LEVEL BY ADMINISTRATIVE AREA, RACE AND GENDER 1991-92.

	AREA 1					AREA 2					AREA 3					ALL AREAS				TL
	BLACK		NON BLACK		TL	BLACK		NON BLACK		TL	BLACK		NON BLACK		TL	BLACK		NON BLACK		
	F	M	F	M		F	M	F	M		F	M	F	M		F	M	F	M	
K		1		1	2				1	1							1		2	3
01		2		5	7		2			2							4		5	9
02	3	9			12		3		1	4	1	9			10	4	21		1	26
03	2	10	1	7	20	1	1	1	1	4	6	9			15	9	20	2	8	39
04		12	1	1	14	2	8	2	1	13	2	18		4	24	4	38	3	6	51
05	2	10		6	18	6	14		5	25	2	9	2	3	16	10	33	2	14	59
06	13	22	2	4	41	7	39	2	4	52	7	15		5	27	27	76	4	13	120
07	33	69	6	23	131	16	47	4	9	76	21	83	14	35	153	70	199	24	67	360
08	20	36	3	11	70	17	39	4	10	70	29	55	7	24	115	66	130	14	45	255
09	9	29	1	6	45	11	61	9	13	94	13	26	3	7	49	33	116	13	26	188
10	2	10		5	17	11	14		3	28	9	12	4	3	28	22	36	4	11	73
11	2			2	4	4	11		1	16		10		5	15	6	21		8	35
12	2	1		1	4	1	1			2	2	9			11	5	11		1	17
GRD TOTAL	88	211	14	72	385	76	240	22	49	387	92	255	30	86	463	256	706	66	207	1235

PLANNING, RESEARCH AND EVALUATION BRANCH

TABLE 4 NUMBER OF EXPULSIONS AT EACH SCHOOL AND ADMINISTRATIVE AREA BY GRADE, RACE AND GENDER
1991-92.

	K			01			02				03					TL
	BLACK	NON BLACK	TL	BLACK	NON BLACK	TL	BLACK		NON BLACK	TL	BLACK		NON BLACK		TL	
	M	M		M	M		F	M	M		F	M	F	M		
AREA 1																
CARSON					1	1						1			1	2
CHEVIOT								1		1						1
COVEDALE														1	1	1
HAYS												1			1	1
HEBERLE					3	3	1	3		4		1			1	8
HEINOLD								1		1				2	2	3
OYLER		1	1		1	1		3		3	1	1			2	7
ROBERTS				1		1										1
ROTHENBERG				1		1	2			2	1	4			5	8
WASHINGTON PARK	1		1									2	1	4	7	8
WESTWOOD								1		1						1
TL	1	1	2	2	5	7	3	9		12	2	10	1	7	20	41
AREA 2																
BOND HILL								2		2						2
C A P.E (ELEM)											1	1			2	2
CHASE													1	1	2	2
COLLEGE HILL									1	1						1
KIRBY ROAD								1		1						1
MT. AIRY		1	1													1
PLEASANT HILL				2		2										2
TL		1	1	2		2		3	1	4	1	1	1	1	4	11
AREA 3																
DOUGLASS								1		1						1
EASTERN HILLS								1		1						1
KILGOUR												1			1	1
LINWOOD												1			1	1
MILLVALE							1	2		3	2	2			4	7
PARHAM								1		1		1			1	2
SOUTH AVONDALE								3		3						3
VINE											4	2			6	6
WINDSOR								1		1		2			2	3
TL							1	9		10	6	9			15	25
TOTAL	1	2	3	4	5	9	4	21	1	26	9	20	2	8	39	77

	04					05					06					TL
	BLACK		NON BLACK		TL	BLACK		NON BLACK		TL	BLACK		NON BLACK		TL	
	F	M	F	M		F	M	F	M		F	M	F	M		
AREA 1																
COVEDALE									1	1						1
HAYS				1	1		1			1	1	1			2	4
HEBERLE		9	1		10		1		3	4	1	6		1	8	22
HEINOLD												1			1	1
NORTH FAIRMOUNT							1			1	1	1			2	3
OYLER							2		1	3	4	4			8	11
ROBERTS		1			1						3		1	2	6	7
ROTHENBERG							2			2		2			2	4
SANDS												1			1	1
WASHBURN							1			1	1				1	2
WASHINGTON PARK						1				1	1	4	1	1	7	8
WHITTIER		1			1		2		1	3		2			2	6
S.C.P.A		1			1	1				1	1				1	3
TL		12	1	1	14	2	10		6	18	13	22	2	4	41	73
AREA 2																
BOND HILL							3			3	2	3		1	6	9
BURTON											1				1	1
C.A.P.E (ELEM)		1			1		1			1						2
CHASE	1	6	2		9	5	6		4	15	2	16			18	42
CLIFTON				1	1							2			2	3
COLLEGE HILL											1				1	1
MT. AIRY	1	1			2	1	3		1	5						7
PLEASANT HILL							1			1						1
PLEASANT RIDGE												1			1	1
C.A.P.E											1	17	2	3	23	23
TL	2	8	2	1	13	6	14		5	25	7	39	2	4	52	90
AREA 3																
ANDERSON PLACE											1	1			2	2
BRAMBLE		2			2		2		1	3		1			1	6
DOUGLASS							1			1						1
EASTERN HILLS	1	3			4			1	1	2				1	1	7
FAIRVIEW		2			2											2
HOFFMAN												1			1	1
HYDE PARK	1				1						2	2			4	5
LINWOOD								1		1						1
MT. WASHINGTON												1			1	1
PARHAM		1		1	2	1	1			2	1	5			6	10
ROCKDALE											1				1	1
ROOSEVELT		1			1									1	1	2
SAWYER (CBA/AWL)				1	1						1	1		1	3	4
SILVERTON											1				1	1
TAFT		1			1											1
VINE		4		2	6	1	5		1	7		1		2	3	16
WINDSOR		4			4							2			2	6
TL	2	18		4	24	2	9	2	3	16	7	15		5	27	67
TOTAL	4	38	3	6	51	10	33	2	14	59	27	78	4	13	120	230

TABLE 8 NUMBER OF EXPULSIONS AT EACH SCHOOL AND ADMINISTRATIVE AREA BY OFFENSE, 1991-92

	SUSPENSION OR EXPULSION						MANDATORY SUSPENSION/POSSIBLE EXPULSION										MANDATORY EXPULSION					MANDATORY EXPULSION							TL
	DISORDRLY CNDT	SEXUAL CONDUCT	SMOKING	TRESPASS	UNRULY CONDUCT	TL	BREAKING & ENTR	DEFACE OF PRTY	FIGHTING	FORGERY	FRAUD	PROFANE/OBSCENE	SEXUAL HAR ASMT	THFT/POS STLN PRTY	VIOLENT DISC NOT	TL	ALCOHOL/DRGS	ASLT STUDENT	ASLT STAF	DESTRCT OF PRTY	DAN WPNS / OBJS	EXPLOSIVES	FALS FIRE ALRM/BMB	INDICTMENT	ROBBERY	SEXUAL ASLT ABUS	STARTING A FIRE	TL	
AREA 1																													
CARSON					1	1													1									1	2
CHEVIOT																					1							1	1
COVEDALE																			1		1							2	2
HAYS	1				3	4													1									1	5
HEBERLE	15				2	17			1						3	4		7	1		1							9	30
HEINOLD	3	1				4									1	1		1										1	6
NORTH FAIRMOUNT					1	1												1	1									2	3
OYLER	1	1			2	4						2			1	3		3	4		1				3			11	18
ROBERTS					1	1									3	3		3	1		1		1					6	10
ROTHENBERG					1	1			1							1	2	4	2		2							10	12
SANDS																		1										1	1
WASHBURN								1								1		1										1	2
WASHINGTON PARK		1	1			2									1	1		2	3		7						1	13	16
WESTWOOD																		1										1	1
WHITTIER	1				1	2			2							2		1	1									2	6
BLOOM	4			1	2	7						1			3	4	1	25	4		4	1						35	46
DATER	21					21			1					2	2	5		9	1		4	1						15	41
GAMBLE	14				8	22		1	2			4	2	1	3	13		14	3	5	5		1			1	1	30	65
PORTER	1	1			15	17			2			5		1	5	13	2	6	1		1					1		11	41
S.C.P.A.	1					1								1		1		14	2		5					1	2	24	26
TAFT	3			1	1	5							1		1	2	2	2	1		1						1	7	14
WESTERN HILLS	4				9	13			2					3	6	11	1	7	3		2							13	37
TOTAL	69	4	1	2	47	123		2	11			12	3	8	29	65	8	102	31	5	36	2	2		3	3	5	197	385
AREA 2																													
BOND HILL																	2	1			8							11	11
BURTON																					1							1	1
C.A.P.E (ELEM)									1							1			2				1					3	4
CHASE	2				9	11									1	1		21			11							32	44
CLIFTON					1	1													1		1							2	3
COLLEGE HILL																					2							2	2
KIRBY ROAD																			1									1	1
MT. AIRY	1					1									1	1		1	1		4							6	8
PLEASANT HILL	1					1															1		1					2	3
PLEASANT RIDGE								1								1													1
ROSELAWN/ CONDON																					5							5	5
CREST HILLS	1				1	2											3	7	1		17	1						29	31
SCHWAB	6			1	1	8						1			8	9	8	13	2		17		1		1			42	59
AIKEN	4	2		2	7	15			1				1	2		4	2	18	8	1	4	2					1	36	55
C.A.P.E.	2	4	1		29	36	4		1		1	4	1	2		13	3	21	1	1	5				2			33	82
CLARK																		1			1							2	2
WOODWARD	1			5		6								2	3	5	12	32	8		5				1	3		61	72
GUILFORD					1	1												1			1							2	3
TOTAL	18	6	1	8	49	82	4	1	3		1	5	2	6	13	35	30	116	23	2	85	3	3		4	3	1	270	387
AREA 3																													
ANDERSON PLACE	1					1																					1	1	2
BRAMBLE		2				2												1	1	1	1							4	6
DOUGLASS															1	1					1							1	2
EASTERN HILLS		1			5	6						2				2	24	3	3	1	5	3					1	40	48
FAIRVIEW	2					2																							2
HOFFMAN	1					1																							1
HYDE PARK												1				1		3			1							4	5
KILGOUR																					1							1	1
LINWOOD																			1		1							2	2
MILLVALE					1	1												2			3					1		6	7
MT. WASHINGTON																					1							1	1
PARHAM					1	1						1				1		3	6		1							10	12
ROCKDALE															1	1													1
ROOSEVELT																		1			1							2	2
SAWYER (CBA/AWL)																	4	1			3							8	8
SILVERTON																	1											1	1
SOUTH AVONDALE		1				1															2							2	3
TAFT																		1										1	1
VINE					2	2		1	1			1				3		9	4		3						1	17	22
WINDSOR	3				1	4												5										5	9
MERRY	4	2			1	7							5		10	15	5	7	2		11	1	1					27	49
PEOPLES	6				6	12			1			1	1	2	7	12	6	10	4	2	8			1				31	55
SHRODER	9	2			23	34			11	2		29	1	1	4	48		6		1	12	3						22	104
HUGHES	1					1		3	5					1		9	9	7	1		4							21	31
WALNUT HILLS	1					1											1	10		4	2	2	1					20	21
WITHROW	5				1	6		1				2		3	3	9	22	13	7	2	4	2	1			1		52	67
TOTAL	33	8			41	82		5	18	2		37	7	7	26	102	72	82	29	11	65	11	3	1		2	3	279	463
GRD TOTAL	120	18	2	10	137	287	4	8	32	2	1	54	12	21	68	202	110	300	83	18	186	16	8	1	7	8	9	746	1235

TABLE 8. NUMBER AND PERCENTAGE OF STUDENTS EXPELLED WITHIN GRADE LEVEL GROUPINGS AND ADMINISTATIVE AREAS BY THE NUMBER OF TIMES EXPELLED AND RACE, 1991-92.

	EXPELLED ONE TIME			EXPELLED TWO TIMES			EXPELLED THREE TIMES OR MORE			TOTAL				TOTAL
	BLACK	NON BLACK	TOTAL	BLACK	NON BLACK	TOTAL	BLACK	NON BLACK	TOTAL	BLACK		NON BLACK		N
	N	N	N	N	N	N	N	N	N	N	%	N	%	
AREA 1														
K-3	27	10	37		2	2				27	69.2%	12	30.8%	39
4-6	44	10	54	6	2	8	1		1	51	81.0%	12	19.0%	63
7-8	124	39	163	14	2	16	2		2	140	77.3%	41	22.7%	181
9-12	51	15	66	2		2				53	77.9%	15	22.1%	68
TOTAL	246	74	320	22	6	28	3		3	271	77.2%	80	22.8%	351
AREA 2														
K-3	7	4	11							7	63.6%	4	36.4%	11
4-6	62	14	76	4		4	2		2	68	82.9%	14	17.1%	82
7-8	99	21	120	7	3	10	2		2	108	81.8%	24	18.2%	132
9-12	102	24	126	6	1	7				108	81.2%	25	18.8%	133
TOTAL	270	63	333	17	4	21	4		4	291	81.3%	67	18.7%	358
AREA 3														
K-3	25		25							25	100.0%			25
4-6	44	12	56	3	1	4	1		1	48	78.7%	13	21.3%	61
7-8	139	58	197	17	8	25	5	2	7	161	70.3%	68	29.7%	229
9-12	75	16	91	3	3	6				78	80.4%	19	19.6%	97
TOTAL	283	86	369	23	12	35	6	2	8	312	75.7%	100	24.3%	412
ALL AREAS														
K-3	59	14	73		2	2				59	78.7%	16	21.3%	75
4-6	150	36	186	13	3	16	4		4	167	81.1%	39	18.9%	206
7-8	362	118	480	38	13	51	9	2	11	409	75.5%	133	24.5%	542
9-12	228	55	283	11	4	15				239	80.2%	59	19.8%	298
GRD TOTAL	799	223	1022	62	22	84	13	2	15	874	78.0%	247	22.0%	1121

PLANNING, RESEARCH AND EVALUATION BRANCH

APPENDIX F

COMMUNITYWIDE TASK FORCE MEETING

SEPTEMBER 3, 1991

Minutes

Members Present: Robert Brown, Carol Burrus, Zakia McKinney, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Nelson Schwab, Marian Spencer, Louise Spiegel, Patricia Timm, Monty Whitney

Also in attendance were: Dr. Robert Evans, Facilitator, Dr. Jack Lewis, Director of Alternative/Settlement Office, Jennifer Cottingham, Coalition Coordinator, and John Brunner, Special Assistant to Superintendent

Members Absent: Hendrik Gideonse, Cheryl Grant

Robert Brown opened the meeting at 7:35 P.M. A motion was passed to approve the minutes of the last meeting. Dr. Lewis introduced John Brunner as a representative of Mr. Brandt since he was unable to attend due to previously scheduled speaking engagements.

Mr. Brown introduced Jennifer Cottingham to the group for the benefit of the people who had not attended the previous meeting. She distributed a packet to each Task Force Member which contained information about the Coalition Schools. The first two items were press releases of the Superintendent's visit to the Coalition Schools on the first day of school which happened to be his second visit to the Coalition Schools. Another sheet contained a listing of the staff in each of the Coalition Schools and their funding. Each Coalition School had a chart of their CAT Score results by subject matter with comparisons of the previous year's scores to this year's. Ms. Cottingham explained that there has been progress. Another sheet showed the improvement in attendance by quarter and then for the total year. The goldenrod sheets contained the SIS Data which came from surveys sent to parents, students and teachers. Improvement was shown from previous years. The last sheet contained information about the staff at each school listing average age, attendance, and race. She pointed out the employee attendance is extremely high at these schools which is important for the children to be taught by the teacher rather than a substitute. Louise Spiegel asked about the high mobility rates in the Coalition Schools and Ms. Cottingham explained that the parents are getting the message on the importance of leaving their child in their original school. Nelson Schwab asked if Judge Rice had received the material presented when he had visited the schools. Ms. Cottingham said most of the data had not been available at that time but it would be included in the Facilitator's Report. Duane Holm asked why the scores in the primary grades were higher or showed more improvement than the intermediate grades. Ms. Cottingham said the primary classes are usually smaller and self-contained whereas the intermediate children change classes and are dealing with many different teachers. Several of the Coalition Schools have gone to self-contained in the intermediate grades in hopes of improvement.

The effect of recruitment to the Alternative Programs was discussed. Hopefully with viable programs in place in the Coalition Schools, the good kids will decide to stay. Louise Spiegel asked if there had been any change in the leadership of these schools. Ms. Cottingham said there had been changes in Assistant Principals but not in top Administrators. Ms. Cottingham hopes to really help with sensitivity training for the teachers and principals around the discipline code. The suspensions will be looked at in depth for the type of offense, and number of days for the offense.

Dr. Evans asked Jennifer Cottingham to model and comment on her uniform. Washburn has adopted a uniform for the children to wear. Ms. Cottingham indicated that a lot of parent involvement brought the project to fruition and that she is already seeing results of how the uniforms improve another factor in the learning process since everyone looks alike and no one is singled out because of the way they look. She said a neighboring Catholic School had the same uniform and had donated some of theirs along with benefactors to the school who contributed funds for the parents who couldn´t afford them.

Mr. Brown talked about the copy of the Plan for Involving the Bronson Facilitator and the Communitywide Task Force in the Areas of Student Discipline and Low-Achieving Schools that everyone had received. Mr. Lewis said the Plan had been filed with the Court on August 16, 1991 and that is had been approved by Judge Rice. Mr. Brown asked Dr. Evans if he felt it would be possible to make any corrections or changes to the report. Dr. Evans said he felt that the Judge wouldn´t mind any minor changes. Marian Spencer made a motion to change the report and Karla Irvine seconded the motion. A vote of 11-1 to submit the changes to the Board was made. The changes were: On Page 1 (a) Add the sentence "In addition, one Task Force designee or alternate may attend the monthly meetings of the "Superintendent´s Committee on Bronson."; On Page 2 (b) Amend the first sentence to read "The Alternative/Settlement Director will provide copies of proposed plans and reports to Task Force members, as soon as they are available and in advance of their implementation and/or adoption, on an ongoing basis on the two issues noted above."; and on Page 2 (c) Amend the first sentence to read "The school system will review and respond in writing regarding any specific recommendations for action or requests for information (related to the two areas of continuing jurisdiction) authorized by a majority of Task Force members in attendance at any regular or special meeting or by an absolute majority of its members acting without a meeting."

Mr. Brown asked for volunteers from the group to serve on the various committees indicated in the Plan Report.

Superintendent´s Committee on Bronson - Lillian Jones
Alternate - Louise Spiegel

Study Committee-Student Discipline - Zakia McKinney
Alternate - Hendrick Gideonse
Karla Irvine

Steering Committee-Low Achieving Schools - Carol Burrus, Pat Timm, Lillian Jones, Pat Johnson Baker

Bronson Coordinating Committee - Duane Holm, Karla Irvine, Marian Spencer

Ad Hoc Discipline Committee - Louise Spiegel, Pat Johnson Baker, Zakia McKinney

Discipline Steering Committee - Robert Brown

Pat Timm suggested encouraging the Board Bronson Committee to meet regularly with two or three people from the Task Force to discuss ongoing shared work and the public relations around it. Mr. Brown suggested she draft a letter to that effect for his signature and review at the next meeting.

Marian Spencer asked Dr. Evans to comment on the suggestion that the Facilitator submit his report for review prior to it being presented to the Court and the media. He indicated he had no problem with that because he wouldn´t change anything unless he wanted to and he felt the open communication would alleviate this problem.

Mr. Brown reported he had attended a meeting with Roger Effron, John Concannon, Jack Lewis and Bob Evans regarding staff distribution. He received a verbal report at that meeting that the Board had elected not to maintain the Heberle imbalance but to solve it this year and that they have redistributed teachers throughout the system to comply exactly with the plus or minus 5% policy. The report was to be distributed the next day indicating that the permissible limits at every single school had been met. Dr. Evans said that after he received the report he would visit the schools randomly to verify the numbers. Concern was expressed over transferring experienced teachers out of a school and replacing them with inexperienced ones. Ms. Cottingham said she would be working with new teachers in Bronson Schools on a weekly basis until January and then twice a month on Mondays to give them techniques, self-confidence and the proper training. She indicated new teachers are not all bad because they´re fresh, full of energy and not burned out.

Mr. Brown said he had copies of the response submitted to the Board regarding Bill Seitz´s resolution to appeal Judge Rice´s decision. Since he didn´t have enough copies for everyone, it was decided to attach a copy to the Minutes.

Pat Johnson Baker questioned the school enrollment numbers. Mr. Brunner said the newspaper articles were incorrect since they compared the first day of school to last year´s October enrollment figures. The Communications Office did inform the media of the error but there was only a short article the following day in the paper and it didn´t indicate that it was a correction to the previous article. The racial makeup of the students is not available until the October count. Dr. Lewis said that since the attendance on any given day is usually around 92%, the initial numbers were probably not too far off. Several factors such as school opening before Labor Day, the hot weather, parents not sending their children to school until their welfare checks arrive all contribute to poor attendance the first week of school.

Duane Holm mentioned the letter he sent to Task Force members in August regarding visiting the Coalition Schools to learn about them. Dr. Lewis said he had sent a letter to each Coalition Principal telling them to expect visits from the Task Force. Jennifer Cottingham suggested two Task Force members set up a buddy system and adopt a school and then those two people could make in-depth

visits on different days to different classrooms. They could then share their information between themselves and then with the whole group. All facets of the school could be observed and possibly some professional help could be shared. Mr. Brown suggested each member come to the next meeting with a Coalition School in mind to work with and visit several times over the next few months. In January or February the meeting will be devoted to reporting and sharing what has been learned in the process.

Mr. Brown adjourned the meeting at 9:25 P.M. The next meeting will be held on Monday, October 7, 1991 at 7:30 P.M. in the 12th Floor Dining Room of the Education Center.

smt

Att.

President Braddock, Superintendent Brant, Members of the Board of Education:

Members of the Communitywide Task Force learned in Saturday's paper of Mr. Seitz' plan to present a resolution to the Board seeking an appeal of Judge Rice's findings in two sections of the desegregation agreement. While the following Task Force members recognize the authority of this Board to take such action, we believe that the Cincinnati Public Schools are better served by concerted efforts to address the issues of unbiased discipline practices and academic progress in low achieving schools. Continued defensive posturing delays Board leadership and attention to these areas where the Court has found the need for further improvement. We urge the Board to reject the resolution to appeal the Judge's findings.

We do not share the perception that the Court's continued jurisdiction puts the District in a "straightjacket." Rather, the Court's presence assures all District residents that equality of educational opportunity will be foremost in the deliberations of this Board and the actions of this Administration.

The Communitywide Task Force has been charged with the responsibility of securing community support for the District performance in these two remaining areas. We urge the Board to get on with these efforts and to seek ways to utilize Task Force members to accomplish these goals.

Respectfully submitted,

Pat Ziegel Timm
Robert Brown
Carol Burrus
Hendrik Gideonse
Karla Irvine
Patricia Johnson-Baker
Lillian Jones
Louise Spiegel
W. Monty Whitney

Z

COMMUNITYWIDE TASK FORCE MEETING

October 7, 1991

Minutes

Members Present: Hendrik Gideonse, Cheryl Grant, Duane Holm, Lillian Jones, Zakia McKinney, Nelson Schwab, Marian Spencer, Louise Spiegel, Patricia Timm

Also in attendance were: Dr. Robert Evans, Facilitator, Dr. Jack Lewis, Director of Alternative/Settlement Office, Jennifer Cottingham, Coalition Coordinator, Jan Leslie, CASE Coordinator

Members Absent: Robert Brown, Carol Burrus, Karla Irvine, Patricia Johnson-Baker, Monty Whitney

Cheryl Grant opened the meeting at 7:35 P.M. as chairperson in the absence of Robert Brown. A motion was passed to approve the minutes of the last meeting. Ms. Grant introduced Jan Leslie, the CASE Coordinator for Cincinnati Public Schools.

Jan Leslie stated that her purpose in coming to the meeting was to request the endorsement of the Communitywide Task Force for the CPS Tax Levy. She reported that Brewster Rhodes was the campaign manager and that many of the stakeholders around the levy campaign are really rallying. The Enquirer Newspaper had an endorsement of the levy in Sunday's newspaper. Companies like Cincinnati Bell have printed leaflets and brochures, and the NAACP and the Junior League have volunteered to help. A TV advertising campaign is targeted toward swing voters. She indicated Task Force members are helping in visibility events. Jennifer Cottingham is involved with the West End parade sponsored by the Coalition for Quality Education. Duane Holm is organizing a candlelight vigil on Saturday, Nov. 2, on Fountain Square. Louise Spiegel expressed concern over the negative Post newspaper headline about assaults up 51% and, as you read further, the article talked about the improvement in the school system. Ms. Leslie said that last year's figures had been used in the article and she had discussed it with the reporter. Ms. Spiegel reported that the Civic Confederation would meet on Wednesday and that she would bring it up to them to get an aggressive response and some positive current information. Hendrik Gideonse made a motion to endorse the campaign levy and Nelson Schwab seconded the motion. Seven members voted yes and one abstained from the vote. Ms. Leslie was excused from the meeting after inviting the members to the fund raising event at Atrium One on Tuesday evening.

The next item on the agenda was a letter to Robert Brown from Superintendent Brandt. In his letter he commented on three items. The first was his invitation to a Task Force member to attend the Superintendent's Committee on Bronson monthly meeting. Lillian Jones was the Task Force member appointed to the committee. She indicated she had attended the meeting that morning at 10:00 A.M. The second item in the letter involved the advance sharing of proposed plans and reports to which he indicated he would attempt to comply whenever he was able to do so. The third item was responding to specific requests and recommendations. Dr. Lewis expressed regrets from Mr. Brandt for not being able to attend the meeting due to previous engagements.

Ms. Grant distributed a copy of the letter discussed at the last meeting that Pat Timm volunteered to write to the President of the Board of Education. It's purpose was to request that the Board Bronson Committee meet with the Task Force in an effort to maintain communication between the Board and the Task Force and discuss the ongoing work and concerns of both committees. Discussion ensued as to whether the Board committee should meet with all of the committee or just four representatives of the committee. Dr. Lewis reinforced the point that the Board Bronson Committee consists of only three Board members and he expressed concern whether legally they could or would let Task Force members serve as members of that committee. Duane Holm made a motion to invite the Bronson Board Committee to have a periodic meeting, perhaps quarterly, with members of the entire Task Force to discuss current concerns and issues. Louise Spiegel seconded the motion. Hendrik Gideonse made a motion to amend the original motion to change the number of Task Force representatives to four instead of the entire Task Force. Pat Timm seconded the motion. A vote was taken on the amendment motion which resulted in a vote of three in favor and five opposing with the amendment failing. A second vote was taken on the original motion of having all fourteen Task Force members meet with the Board Bronson Committee from time to time. The motion passed from the vote which resulted in five in favor and three opposing. The drafted letter would be changed to indicate the request for the Board Bronson Committee to meet with the entire Task Force. It was suggested that the meeting convene after the Board reorganization. Ms. Grant said the letter would invite the Board Bronson Committee to meet with the Task Force on February 3, 1992.

Lillian Jones reported on the Superintendent's Bronson Committee meeting which had convened earlier in the day. She reported Dr. Lewis had been in touch with a Region V Desegregation Assistance Center, who would be helping on discipline racial disparity. Dr. Brown mapped out an itinerary for a workshop entitled, "Discipline and Respect Toward Understanding Cultural Diversity," to be given by Dr. Geneva Gay on October 21, 22 and 23 at Integrity Hall. The Superintendent is also forming a steering committee to standardize a method of administering the discipline code. The members have not as yet been chosen. Louise Spiegel moved that the report be included in the record with Hendrik Gideonse seconding the motion.

The next item on the agenda was the Study Committee. Zakia McKinney reported she would be attending a meeting the following morning called by the Superintendent to look at ways of applying the discipline policy fairly and consistently. Hendrik Gideonse moved that her report be included in the record with Pat Timm seconding the motion.

The Steering Committee had no report, due to the absence of Carol Burrus.

Pat Timm indicated the Low-Achieving Schools Committee had not convened yet either.

Duane Holm stated the Bronson Coordinating Committee had been moved to meet quarterly since there were only two goals involved. That meeting will be forthcoming.

Louise Spiegel said the Ad Hoc Discipline Committee had not met and that there was no projected date of a meeting at this time.

Zakia McKinney expressed concern that some discipline committees are possibly overlapping and a possible review and clarification of goals might be helpful. Dr. Lewis felt there might be a tie-in between the Study Committee on Student Discipline and the Ad Hoc Discipline Committee. He felt all of the other committees had a distinct purpose and indicated their purpose was all spelled out in the plan that was sent to Judge Rice.

No report was submitted by Bob Brown on the Discipline Steering Committee.

In response to the request from last month for volunteers to visit low-achieving schools to get additional information on the schools, the following list was developed:

Hays -	Louise Spiegel and Cheryl Grant
Heberle -	Zakia McKinney
Heinold -	Lillian Jones
Hoffman -	Hendrik Gideonse
Oyler -	Duane Holm
Rothenberg -	Monty Whitney
Washington Park -	Nelson Schwab and Marian Spencer
Windsor -	Robert Brown and Pat Timm

A possible checklist of what to look for with suggestions for observations would be developed. It was suggested that more than one visit be made by the group.

Jennifer Cottingham reported she had met with all the new teachers in the Low-Achieving schools and had been visiting the schools. John Hader was appointed the new principal at Washburn Elementary School. She felt he was well qualified for the position.

Lillian Jones asked if it would be possible to receive a copy of the suspension data.

Dr. Evans reported that legal actions by attorneys for both sides were filed with the Court regarding staff racial balance.

Nelson Schwab suggested changing the date of the next Task Force meeting to November 11, 1991 because of the election. It was felt it would be better knowing the results of the election. He also suggested formally inviting Superintendent Brandt to the next Task Force meeting to discuss the effect of the levy vote on the schools if it doesn't pass, its impact on Bronson, and the effect of the Buenger Commission recommendations on alternative schools.

The meeting was adjourned at 9:10 P.M. The next meeting will be held on Monday, November 11, 1991 at 7:30 P.M. in Mr. Brown's office, Carew Tower, 35th Floor due to the Education Center being closed for Veteran's Day.

smt

Att.

Communitywide Task Force Meeting

November 11, 1991

Minutes

Members Present:	Robert Brown, Carol Burrus, Duane Holm, Nelson Schwab, Lillian Jones, Louise Spiegel, Pat Johnson-Baker, Karla Irvine, Hendrik Gideonse Also in attendance were: Dwight Hibbard, Chairman of Cincinnati Business Committee, Ron Nieman, Evaluator (for Bob Evans, Facilitator), Jack Lewis, Director of Alternative/Settlement Office, Jennifer Cottingham, Coalition Coordinator, Michael Brandt, Superintendent of Schools.
Members Absent:	Monty Whitney, Marian Spencer, Zakia McKinney, Patricia Timm, Cheryl Grant

Robert Brown called the meeting to order at 7:40 P.M. He introduced Dwight Hibbard, Chairman, of the Cincinnati Business Committee who spoke with the Task Force about the Buenger Commission study, its report, and the impact and implications of same. The initiative came from then-Superintendent Powell a year ago last spring. The original request came from a strictly administrative perspective. The CBC picked up on the request because their product is not as good as business wants and needs. Requirements in business are higher now, for example, the sophistication of technical equipment and much more comprehensive responsibilities. CBC also is motivated by the larger social concern. CEO's took the lead in the project in order that it be done right, especially to assure that requests for expertise would be attended to. Two hundred people were involved in the study effort and many more were consulted in the 10,000 hour effort.

The more the Commission dug, the more worried they became. They found a heavily bureaucratic system focussed on process. Who was worried about the product, the kids? No one was in charge, everyone bucking it or constrained elsewhere. The central system was crushing; no risk taking could be found in the system except on the part of principals who stood in covert or active opposition. The Commission struggled with its conclusions and determined they would be scathing.

Problems included the absence of authority to act at the schools level; all power seemed vested in the center which remained distant from principals. The union contract of 108 pages was symptomatic of the adversarial character of bargaining. In negotiations the union was organized and administration predominantly reactive. Teacher recruiting was done in August; salaries are competitive but recruiting done too late. The system allows teachers to decide where they will teach; the greenest teachers go where the need for experience and expertise is greatest. Individuals were not to blame; these problems grew like weeds.

Since the report has come out there has been a lot of conversation. Not everyone agrees with it all, but there is 82% acceptance in community. CBC has pushed very hard for action. CBC believes that the report and actions taken to implement have been instrumental in the passage of the levy, but the report was not done for a levy; it is seen as a timeless document.

Task force members noted that the Mayor's summit was also seen as a factor in the improved climate for the levy vote, as was the decision prior to levy decision not to quibble over details, but to fine tune after the levy was passed. The task force was seen as a group that would have some questions about the impact of the nine different districts on Bronson kinds of concerns. Discussion revealed that CBC did not necessarily mean division into geographic neighborhoods; perhaps "concepts" or program similar designation might be followed. The key issue was the Superintendent's span of control and direct relation to principals. Hibbard stressed they were not trying to undo the work of Bronson over the years.
Issue of the union and the contract as an impediment; tenure as an impediment insofar as it protected ineffective or burned out teachers from being refurbished or moved out. The way the organizational chart for the district was drawn did not mean to diminish the role of the Board relative to the President, but the Board does need training to better carry out its responsibilities.

Hibbard was asked if the Buenger reforms would increase the loss of kids from the system. He answered no saying that with greater authority in educators' hands and fewer rules they should be more successful. Furthermore, every school doesn't have to measure to the exact same standards.

The pilot district was seen as a place for innovation, not necessarily five years. A separate head was necessary because American school have a record of destroying pilots, so get it out of the school system. Get the pilot released from the baggage of Washington and Columbus. The pilot leader would report only to school board under contract and have a broadly representative advisory board. The Office of Quality Improvement would then be the vehicle for making available to the other schools the successful innovations that work in the pilot district. On the other hand if it came to be the conclusion that the pilot district succeeds because of the removal of strangling regulation, then removing the regulations elsewhere may be the solution. Hibbard was asked how the Buenger momentum might leverage events in Columbus. The #1 problem is mode of distributing state tax money. #2 is the failure to benefit from inflation in the tax duplicate. Buenger will hang in two years to oversee the impact of the study effort. Hibbard concluded his eighty minutes with the task force by stressing the CBC's seriousness over doing something for the education of kids in Cincinnati.

Louise Spiegel moved and Pat Johnson-Baker seconded approval of the minutes of October 7, 1991. Motion was unanimously approved.

Superintendent Michael Brandt then spoke with the Task Force. Six areas of priority attention have been identified-- the pilot district, mini districts, finance and infrastructure, administrative downsizing and reorganization, and legal restraints. Legislation is anticipated in January to remove restraints but it will definitely not eliminate the state superintendent from the loop. People are now looking at Buenger backup documentation. The system deliberately waited for levy to be decided before moving.

Brandt was asked if there were parts of the report we don't need, whether there were downsides. The issue of the board micromanaging the district was mentioned. Brandt has heard from all the "single issue" people. He believes there needs to be a close tie-in between the pilot and the board, but he didn't feel a need to be directly in the line on it, but certainly on the advisory board. There are massive needs for teacher and administrator training, curricular relevance, stabilizing summer school, and expanding pre-school. The Buenger recommendations on vocational education now need to be updated because of the recent completion of the schools' own examination of the issue. A key issue throughout the system is the way people of all kinds are treated. There are training needs here and, perhaps, the need for ombudspeople. The system will begin the minidistricts and pilot at the same time. Support groups of principals need to be created. Task Force members urged the district to build in community resources in a coherent manner.

3. Discipline

Jack Lewis noted that the study of racial disparity is part of Judge Rice's continuing oversight. Questions need to be to attorneys by November 13. A November 18 conference call will result in final selection of questions by attorneys. The Study Committee hasn't met (Zakia McKinney is the task force representative) and is taking a back seat to the attorneys. From the questions an RFP will be developed requesting plans for carrying out the study.

Bob Brown noted that some of the queries look at past data and some asked what the system can do to reduce student misbehavior. The same consultants are not likely to be able to do both. Hendrik Gideonse noted a similar conundrum as between the focus on discipline statistics per se and the extent to which climate and attitudinal variables that precede misbehavior lead to very different foci of attention. Lewis noted that Judge Rice has mandated study on disparity, not broader considerations. Gideonse noted that some of Zakia McKinney's questions were not included on the list shared with Task Force members with the meeting notice.

Lewis explained they were not the kind a consultant could answer but that the district would need to answer. There was some discussion whether the issue of discipline per se could be separated from the issue of disparities in the precise fashion implied by Lewis' description of the charge from the Judge. Zakia McKinney's questions will be added to the list. Finally, the Judge said the parties were responsible for sharing the costs, but where will the funds (minimum estimate $100,000) come from. If Task Force members have any ideas, they should share them with Lewis.

Discussion of Hendrik Gideonse' memo will be taken up at the next meeting.

4. Committee Reports

Superintendent's Committee on Bronson

It met first the Monday of the month. Lewis reported the discussion focussed on LAS and some on discipline. Lillian Jones was not informed about the meeting time.

Study Committee, Student Discipline

Has not met yet.

Steering Committee - LAS

Pat Johnson-Baker, Carol Burrus, and Jennifer Cottingham were there. It was a good meeting. Task Force members reported that principals have true leadership and management of their own schools and greater input and control over their teaching staffs. Enthusiasm was evident. It was a comfortable group.

Bronson Coordinating Committee

Meets quarterly and hasn't met.

Ad Hoc Discipline Committee

Not convened.

Discipline Steering Committee

Has not met.

5. New Business

Bob Brown reiterated need to identify schools we would visit. [Further assignments were made but lost in the speed with which they were identified, but Bob wrote them down I think.]

The meeting adjourned at 9:42 P.M.

Respectfully submitted,
Hendrik D. Gideonse

COMMUNITYWIDE TASK FORCE

November 13, 1991

Robert S Brown
Chair
3500 Carew Tower
Cincinnati, Ohio 45202

W. Monty Whitney
Vice Chair

Kay Briggs

Zakia El-Amin

Hendrik Gideonse

Cheryl D. Grant

Duane Holm

Karla Irvine

Patricia Johnson-Baker

Lillian Jones

Nelson Schwab, Jr.

Marian A. Spencer

Louise Spiegel

Patricia Timm

Robert Evans
Facilitator
Second National Bank Building
830 Main Street, Room 1212
Cincinnati, Ohio 45202

Mr. Dwight Hibbard
Cincinnati Bell Telephone
201 East Fourth Street
Cincinnati, Ohio 45202

Dear Mr. Hibbard:

We are very grateful for your presentation and responses to the Task Force at its November 11 meeting. We appreciated both your directness and your eloquence.

I enclose the draft minutes of that meeting. If you desire any changes or amplifications, please advise and I will be happy to have them made.

Again, thank you very much for your participation at our meeting.

Sincerely,

COMMUNITYWIDE TASK FORCE

By:____________________
ROBERT S BROWN, Chair

RSB:slm
Enc.

. . . established to mobilize and secure the widest possible support throughout the community for fair and effective performance of the Settlement Agreement between the Cincinnati Public Schools and the NAACP to achieve quality integrated education in the Cincinnati Public Schools.

COMMUNITYWIDE TASK FORCE MEETING

December 2, 1991

Minutes

Members Present: Hendrik Gideonse, Cheryl Grant, Duane Holm, Karla Irvine, Zakia McKinney, Nelson Schwab, Marian Spencer, Patricia Timm, Monty Whitney

Also in attendance were: Dr. Robert Evans, Facilitator, Dr. Jack Lewis, Director of Alternative/Settlement Office, Jennifer Cottingham, Coalition Coordinator

Members Absent: Robert Brown, Carol Burrus, Patricia Johnson-Baker, Lillian Jones, Louise Spiegel,

In the absence of Robert Brown, Monty Whitney chaired the meeting. The minutes of the November meeting had been prepared by Hendrik Gideonse and forwarded to Mr. Brown. Because of his absence no one had received copies of the minutes nor copies of the agenda.

Hendrik Gideonse reported on his two visits to Hoffman School. During his visits he spoke to the principal, Theresa Henderson, regarding the purpose of his visit and to get an overall impression of the school. He discussed some minor concerns he had about the school with her. He was impressed with the behavior of the children and the orderliness of the school. He felt the people at Hoffman are what make the difference.

Marian Spencer discussed her visit at Washington Park School. She was concerned about having to ring a bell and enter through a locked door to gain entry into the school. She observed only one black male teacher in the building and approximately six black female teachers. She was told one black male had been out ill most of the year. She didn't see any blacks in the office area. She talked about the store that was set up for the children by the school's Partner-In-Education and about the things the children were purchasing. She was impressed with the cleanliness and orderliness of the building. Parents who were in the building doing volunteer work were not concerned about the locked doors. There had recently been a movie filmed in the school and the children had seen the preview and were excited and happy about being a part of the movie.

Nelson Schwab also visited Washington Park School at a different time. He met with the principal, Mrs. Paul, with whom he was duly impressed. One of her primary priorities was that the building be cheerful and clean and which he felt she had accomplished. The school was shocked by the Buenger Report that Washington Park was one of the schools to be torn down. Mrs. Paul spoke with enthusiasm about the pairing of Washington Park with Oyler and indicated that the program is working well. There were approximately sixty parents at the school that day for a luncheon. Nelson also visited the store set up by Kroger, the school's Partner In Education. He considered it an excellent learning experience. He reported approximately twenty Kroger employees came to the school throughout the day to help in the classrooms. He received a copy of the Guide of Social Service Agencies in the Over the Rhine area which had been distributed to the parents of the school. He also observed the computer and music labs at the school. He came away from the school with a good impression and felt that learning was definitely taking place.

Pat Timm reported she had visited Windsor School on Election Day to try and get an overall image of the school and community.

Duane Holm and Karla Irvine visited Oyler School. Ms. Irvine was curious to see how a paired school was working. She discussed the pairing with Ms. Kinard, the principal, who indicated the pairing was working well. The school is racially mixed and receives the necessary social services. Karla indicated a desire to attend one of their staff meetings and LSAC meetings. Duane Holm was surprised and impressed with the bright, cheerful colors in the school building, the small class sizes and the degree of interaction between the black and white children in the lunchroom, hallways and classes. Mr. Holm felt the children had a real sense of ownership and pride in their school. The school had parents visiting that day for the Thanksgiving program.

Pat Timm reported on the Coalition of Innovative Schools Committee. She reported the principals of the schools had met with the four Task Force Members. The principals discussed what was going on in their buildings. Jennifer Cottingham indicated the principals are frustrated with the social service agencies and their dealings with the children. There seems to be a lack of available services for children who are ten-twelve years old or younger. It is possible for children and parents to "fall through the cracks" of the system. It is also difficult to get feedback from the agencies when a child or family is reported.

Zakia McKinney asked if any closure had been brought to the issue of the overlapping discipline committees. Jack Lewis said there isn't any clearer answer or resolution yet. He said the attorneys as a group are doing some of the work laid out for the discipline study committee and that's why the committee had not met separately. The Ad Hoc Discipline Committee meets annually and studies the discipline policies and procedures and searches them for possible racial bias. Dr. Lewis convenes and chairs the Ad Hoc Committee. Zakia made a recommendation that the Ad Hoc Discipline Committee and the Study Committee be combined. Dr. Lewis stated there were three committees on discipline named in the plan sent to Judge Rice on August 16 for ways to involve the Facilitator and the Communitywide Task Force. At that time the discipline truancy committee was non-existant and there was no plan for an outside consultant to study racial disparity in discipline. The attorneys have taken over the responsibility of acquiring an outside consultant to do the racial disparity study. The third committee in the plan is the Steering Committee which meets once a year for the purpose of discussing and making revisions in the student handbook that lays out the discipline code which is copied and distributed to all students at the opening of school each year. This committee is convened by Lionel Brown or his designee.

Duane Holm made a motion to ask the Superintendent to clarify the various discipline committees as to their need and the possible consolidation of some of the committees and tasks. Hendrik Gideonse seconded the motion. The motion passed. Duane Holm also asked that Jack Lewis put in chart form the description of the various discipline committees, who appoints the committee members, how often they meet and their various tasks.

Duane Holm suggested inviting local newspaper reporters who cover the schools to a Task Force meeting to have them explain how they cover school desegregation and how the accentuation of blame sets the tone for the town. It always seems as if they are bashing the system.

Marian Spencer asked to put on the agenda of the next meeting her suggestion that all schools have a quality in-school suspension program.

Mr. Whitney adjourned the meeting at 9:40 P.M. The next meeting will be held on Monday, January 6, 1991 at 7:30 P.M. in the 12th Floor Dining Room of the Education Center.

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COMMUNITYWIDE TASK FORCE MEETING

January 6, 1992

Minutes

Members Present: Robert Brown, Hendrik Gideonse, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Zakia McKinney, Nelson Schwab, Marian Spencer, Louise Spiegel

Also in attendance were: Dr. Robert Evans, Facilitator, Dr. Jack Lewis, Director of Alternative/Settlement Office, Jennifer Cottingham, Coalition Coordinator, and Mr. J. Michael Brandt, Superintendent of Schools

Members Absent: Carol Burrus, Cheryl Grant, Patricia Timm, Monty Whitney

The meeting was called to order at 7:30 P.M. by Robert Brown. Duane Holm made a motion to approve the November minutes and Hendrik Gideonse seconded the motion. The minutes were approved as written.

Duane Holm made a motion to approve the December minutes. Nelson Schwab asked that the minutes be corrected at the bottom of the first page. The sentence that he referred to was, "The school was shocked by the Buenger Report that Washington Park was one of the schools to be torn down." He indicated the Buenger Report did not include Washington Park as one of the five schools to be torn down but the newspaper articles about the Buenger Report incorrectly reported Washington Park as one of the schools. The minutes were approved with Nelson's correction.

Robert Brown welcomed Mr. Brandt to the meeting. He had been invited by the Task Force to clarify the various discipline committees for possible duplication or overlap of tasks.

Two charts (Overview of Current Committees on Student Discipline prepared by Jack Lewis and Discipline and Truancy Improvement Teams Chart prepared by Mr. Brandt) were distributed to Task Force Members. Mr. Brandt described the various discipline committees using the chart prepared by Jack Lewis. The Ad Hoc Discipline Committee was mandated in the 1984 Settlement Agreement with the purpose to review policies and procedures. The Discipline Steering Committee's purpose was to revise and update the student handbook consistent with the policies and procedures. The Study Committee has been formed and is basically working on the court appointed process of finding and naming the consultant who will do the racial disparity study. Some of these committees have only one or two meetings per year. The Discipline Study prepared by the consultant is scheduled to have final recommendations on May 29 and since the Ad Hoc Committee meets in June he felt it could key into the committee and be a good communication vehicle. The new committee that Mr. Brandt formed is the Discipline and Truancy Improvement Team. This committee was formed to take a pro-active approach toward discipline and would involve key players who would help identify for the district the types of training and budgetary needs that might exist. Right now, there is a need to get the many social service agencies under one umbrella so when the need arises, a person can be directed to the correct source. A training need on the part of principals has been identified so they know the different Social Service Agencies that offer help. There is also a need to become more consistent on how discipline is applied. Mr. Brandt felt there wasn't any overlap of functions of the committees if the current committees were true to their purpose in terms of how they are defined. Mr. Brandt explained his Discipline and Truancy Improvement Team Chart is an adaptation of a model that's used successfully in a school district in California and which has been chosen as a basic model for our district. The management style used is based on the concept of total quality management which looks at people as clients and how to best serve those clients, your customers. Instead of looking in a derogatory or negative way, you try and do some mind-set changes that say the children of the community need the types of programs that are sensitive to their needs. He indicated a real need to resource the district's primary goals. During a Cabinet Retreat, a goal prioritization took place with achievement being number one, discipline was number two, and working with parents was next. By starting with a zero based budgeting process, everything will have to be prioritized to coincide with these goals. Zakia McKinney, representing the Urban League, is on the Steering Committee and is in charge of the parent component. Several other key Cincinnati people such as Judge Grossman, and Jan Flory from the Department of Human Services will have significant leadership roles.

Mr. Brandt extended an invitation to anyone interested in joining the Steering Committee of the Discipline and Truancy Improvement Team. Cheryl Grant met with that committee last month and recommended several different constituent groups for the committee. Hendrik Gideonse volunteered to join the committee. Superintendent Brandt indicated the Steering Committee as a group would be tackling such problems as what type of training is available for the new teachers brought in each year, and what types of characteristics are we looking for in entry level people in terms of leadership before they are promoted to a principalship. He indicated the final goal or whatever is decided upon will be properly budgeted and implemented in its entirety in the 92-93 school year.

Zakia McKinney expressed concern that according to the chart she was on three committees. She felt the only committee she has been working on was the new Discipline and Truancy Improvement Team. She said that either she hadn't been notified of the committee meetings or they hadn't met. Duane Holm emphasized several of the committees meet only once or twice a year.

Robert Brown asked if children drop out of school because of economic and child pressures. Mr. Brandt said they are currently working with the city and our Vocational Education Department. We do have a night school program but internally it is felt the program is not broad-based enough nor geographically located. He indicated he is addressing the Board on February 9 regarding this issue and would share any information regarding this at a later date.

Mr. Holm indicated Dr. Lewis's chart was very helpful but felt some of the confusion surrounding the committees was due to the fact that their names were misleading. He proposed merely changing some of their names would help clarify what people are being asked to do when they're asked to serve on these committees. The question was raised if the names could be changed since they were part of court proceedings.

Louise Spiegel felt that the civic sector should be contacted for involvement. Mr. Brandt said the communications function will be doing that. Bill Spiller from the Herald is starting a series of specials in the Herald. Consultants for the Communications Branch will be trying to sell the better side of the district and bring people in touch with the various issues. Edna Howell from WIZF radio station will also be doing some special programming.

Marian Spencer asked Superintendent Brandt for his analysis of the Post's December 18th newspaper article about student drop-outs. She was concerned about what percentage of the drop-out students were minority students and whether that is a continuing problem. Superintendent Brandt indicated he didn't know the racial breakdown but would find out and forward the information to her. As to whether it is a continuing problem, he felt that it is, but much effort is being put forth to find out ways to help the situation.

Pat Johnson-Baker expressed concern over the high number of suspensions of black students over white students at Walnut Hills and SCPA. She also indicated discrimination over the actions of two different kids in the same setting where one was referred to the office and another not. She was also concerned over the drop in enrollment of black males at Walnut Hills and SCPA.

The real issue in the system regarding discipline is very much tied into the union contract according to Mr. Brandt. He and Tom Mooney have attached a side letter to the contract that says in the K-3 area a child must knowingly commit a certain offense in order to be suspended. Also, any student who's in a school with an in-school suspension program does not have to spend the time outside school to serve the suspension. Mrs. Spencer asked why there can't be an in-school suspension program in each school. Mr. Brandt said that, unfortunately, funding for this isn't available at this time of year. Getting the discipline problem ironed out is a top pledge of his administration. Eric Ellis's group has been engaged to work with thirty children who've been suspended at least twice (10 each from Woodward, Withrow and Taft High Schools). He will work with them in a three-day program through a seminar process and try to reintegrate these children back with some attitudinal changes and some tools on how to manage their personal lifestyle and to manage the school environment. The children will be traced through the remainder of the school year.

Zakia McKinney asked for a written answer to three questions she had.

1. What is being done now for the kids who are going out of the system quickly and, if there are some things going on in the district, could she get a list of what they are so we could see those and know what is or is not going on?

2. Do Hendrick, Pat, and others at this table have some suggestions of what could be going on now to improve discipline? These items could also be put in black and white.

3. She would like to know whether or not the distinction between short-term solutions to some of this issue as well as the long-term solution can be put into the charge of this Discipline and Truancy Committee? In other words, rather than waiting for this something to come at the end of the road, can the charge be placed to them to think of things that can be done now because the community-at-large is upset.

Dr. Evans indicated the formation of the Study Committee is in direct response to Judge Rice's order. The Judge ordered additional data in order to make a judgment as to whether or not there are disproportionate suspensions. Bob Evans raised the issue again of acquiring funding for the study from the Task Force. A motion was passed unanimously to have Nelson Schwab contact the proper people regarding the possibility of acquiring approximately $45,000 for the study.

Mr. Brown indicated that Dr. Evan's Facilitator Report had been received and asked if he had any comments. He declined commenting. Dr. Lewis indicated the written reports he was to share with the Task Force Members were part of the appendix materials in the Facilitator's Report. Dr. Lewis said the interviews with the three potential study consultants were to be held on Wednesday with a decision being made shortly thereafter.

Duane Holm indicated the Bronson Coordinating Committee had met but he had forgotten his notes on the meeting. Marian Spencer said she had volunteered to be on the committee but hadn't been informed of the meeting. Dr. Lewis apologized for the oversight in informing her of the meeting date. The next Coordinating Committee meeting is scheduled for February 26th.

Mr. Brown asked for everyone to submit their written reports of their visits to the Coalition Schools by the next Task Force meeting.

Mr. Brown adjourned the meeting at 9:15 P.M. The next meeting is scheduled for Monday, February 3, 1992 at 7:30 P.M. in the 12th Floor Dining Room of the Education Center.

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OVERVIEW OF CURRENT COMMITTEES ON STUDENT DISCIPLINE

CINCINNATI PUBLIC SCHOOLS - JANUARY, 1992

COMMITTEE	PURPOSE	PRODUCT	CHAIRPERSON	MEMBERSHIP	SCHEDULE	REPRESENTATIVE
Ad Hoc Discipline (Mandated by the 1984 Settlement Agreement)	To review policies and procedures for possible inherent racial bias.	Committee statement and report of its review.	Dr. Jack Lewis Director Alt./Sett. Office	Representatives from parents, teachers, administrators and local universities (12-15 members)	Annually, Usually June	Pat Baker Zakia McKinney Louise Spiegel
Discipline Steering Committee	To revise and update student handbook on discipline consistent with approved policies and procedures.	Updated handbook which is disseminated to all students at the opening of school each year.	Dr. Lionel Brown Deputy Supt. (or his designee)	Wide representation from parents, teachers, and administrative staff members (25-30 members)	Annually, in June or July	Robert Brown
Discipline and Truancy Improvement Team	To implement, monitor and evaluate CPS discipline policy in a fair and consistent manner.	Recommendations for specific actions needed to accomplish the stated purpose.	Mr. J. Michael Brandt Mr. Thomas Mooney	Representatives from parents, community, community agencies, local universities, teachers, and administrators (50-60 members)	Met initially in December, 1991. Numerous sub-committee meetings will be held in January to May. Final committee recommendations due June, 1992.	Cheryl Grant, Carol Burrus Zakia McKinney
Study Committee on Student Discipline	To oversee and administer a study to determine causes of racial disparities in student suspension data.	Report summarizing study procedures and findings.	None	Bronson plaintiff and defendant attorneys with the input and assistance of Michael Brandt, Bob Evans, and Jack Lewis.	Attorneys meet on quarterly basis. Study report is due by May 31, 1992.	Robert Brown Zakia McKinney

CINCINNATI PUBLIC SCHOOLS

Discipline and Truancy Improvement Teams

TEERING COMMITTEE	F23- Improvement Team Components	TEAM COMPONENTS LIAISON (Staff Liaison indicated by *. CoChair indicated by **)
Charles Hughes	Board of Education	John Brunner*
J. Michael Brandt	Superintendent of Schools	Vella V. Ellis** Patricia M. Carr**
Karen Eske (Elem.) Frank Perry (Elem.) Ken Smith (Jr./Middle) Shelley Hamler (Sr. High)	School Site Administrators	Karen Eske Frank Perry Ken Smith Shelley Hamler
Lionel H. Brown, Patricia Carr, Vella Ellis	Central Office Administrators	
Thomas Mooney, Dean Castinell, Leo Bradley Pat Sullivan	Teachers	
Carol Burris, Margaret Peyton, Zakia McKinney, Jan Leslie, Jim Walker	Parents	Miriam West*, Sandra Hendricks*
Mary McCoy,	Students	Dorothy Dickerson, Alan Polter, Colenthia Hunter*, Louise Mandell
David Shepherd, Sarah Knox	Staff Development	David Shepherd*,
Jan Flory, Mary Overman, Luther Church, Eric Ellis, David Phillips, Jenny Powell, Cheryl Grant, Robert Moore, Dick Aft, Carol Davidow, David Grossman, Art Slater M. L. Harvey, William Al'Uqdah, Deborah Al'Uqdah, Frank Moore	Community Agency Involvement	Robert Morgan,
Steven Reuse, Mona Morrow, Edna Powell, Bill Spillers	Communications	Mona Morrow*, Monica Curtis
Jack Lewis, Hank Glaspie	Alternative Programs Includes: Bronson Considerations CIS Schools Alternatives to Suspensions	Jack Lewis*, Hank Glaspie*, Jennifer Cottingham*
Major McNeil	Extra Curricular Activities	Major McNeil*

COMMUNITYWIDE TASK FORCE MEETING

February 3, 1992

Minutes

Members Present:	Robert Brown, Carol Burrus, Hendrik Gideonse, Cheryl Grant, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Zakia McKinney, Nelson Schwab, Marian Spencer, Patricia Timm, Monty Whitney Also in attendance were: Dr. Robert Evans, Facilitator, Dr. Jack Lewis, Director of Alternative/Settlement Office, Jennifer Cottingham, Coalition Coordinator, Mr. J. Michael Brandt, Superintendent, Mr. Junious Williams, Dr. Charles Vergon, and Mr. John Seeley, Consultants
Members Absent:	Lillian Jones, and Louise Spiegel

Mr. Robert Brown called the meeting to order at 7:40 P.M. Mr. Brown asked for a motion to approve the minutes of the last meeting. Marian Spencer had a problem with the word "resource" on page 2, line 17. She felt the word should be changed to "research." It was decided not to change the word since it was spoken by the Superintendent. Mr. Brown asked that the first sentence in the last paragraph on page 2 be changed to read, "Robert Brown suggested that night school might be appropriate during the regular school year also." The minutes were unanimously approved with the noted corrections.

Mr. Brown explained he was one of the twelve members of the selection committee of school personnel and lawyers for the plaintiff to select a consultant to study the causes of the observable disparity in suspensions. Three candidates were interviewed and Mr. Junious Williams was the unanimous first choice. Mr. Brown introduced him to the Task Force along with his two associates, Charles Vergon and John Seeley. Each gentleman gave a biographical outline of himself listing his qualifications relevant for the study. They also detailed their association with each other over the past 20 years beginning at the University of Michigan. Mr. Williams indicated he would be the team leader and distributed a summary of the study plan. The study plan was broken down into three parts. The first is being called the management systems analysis which is what Cincinnati Public Schools are doing to generally manage discipline and what specific actions the system takes to meet obligations under the Bronson Agreement. He also plans to look at other districts in the region and across the country that have had provisions under judicial orders or settlement agreements to see what elements seem to be present. The second part is the implementation analysis where the specific activities to reduce disparities will be studied. Thirdly, a comparative analysis will be done from a sample of Ohio schools which are similar in demographic characteristics and are in the process of school desegregation. Data will be collected regarding policies, programs and other areas of operation. He will rely heavily upon existing district reports and data to do a longitudinal analysis of what the level of disparity has been over time, what sort of observable patterns are there, and the differences by school levels (elementary, middle/junior high, high school). There will be some selective interviewing of administrative personnel, and members of the school discipline plan teams will be surveyed. Hopefully, the final report will indicate what the sources of the disparity are in terms of types of students, buildings, and the offenses which seem to be contributing most substantially to the disparities, and focus on what it is the district can do to reduce or eliminate the observable disparities.

Zakia McKinney questioned Mr. Williams about the reliability of the district data and its impact on the study. Mr. Williams said he would have to assume the district data and recordkeeping processes are accurate and reliable. Ms. McKinney asked what impact on recommending strategies for the district would be created since the study would be searching for contributing factors rather than causes. Mr. Williams felt it would have very little effect since it is difficult to establish causation.

Marian Spencer asked about the length of the study. Mr. Williams said the current requirements are that the study be completed by May 29th.
Mr. Williams responded to Karla Irvine's question of how far back the study would go by saying he would begin with school year 1981-82 to get a couple of years prior to when the Settlement Agreement was ratified by the court and would thus enable them to have a ten-year longitudinal study.
Pat Johnson-Baker asked if there would be any input from parents and the community at large. Mr. Williams said parents would be surveyed if they were on discipline plan committees but the wider community wouldn't be involved.
Duane Holm asked how Mr. Williams would measure socio-economic class in the district. Mr. Williams said that if there currently isn't a variable in the data base, the surrogate most frequently used is a youngster's eligibility for free and reduced lunch. Mr. Williams indicated that, in addition to the district longitudinal analysis, he anticipated doing some building profiles at individual schools, looking at some staff and student demographic characteristics, achievement levels, and the proportion of children who are Chapter One eligible so that we have some context in which to analyze the data rather than just looking at discipline. Nelson Schwab asked if there would be recommendations with reference to discipline as a skill in education and steps that can be taken to improve discipline. Mr. Williams stated his charge was to address the issue of disparity but he would also address broader issues if they impacted on the disparities. He indicated he would work with the school district on policy structure, recordkeeping, and programming. Robert Brown asked if any type of interim report on the study progress would be submitted. Mr. Williams said he hadn't anticipated doing so, but either he or his associates would be willing to possibly attend a future Task Force meeting and give an oral report.

Carol Burrus distributed copies of two letters she had received from the Board informing her that she was no longer eligible to serve on the Task Force Committee since she is an employee of the Board of Education. She indicated her biggest issue was respect. She felt she needed to talk to Lionel Brown who was her employer and to the Task Force. She realized the bottom line was a decision to stay on the Task Force or possibly be fired from her job.
Discussion followed concerning whether employees could serve on the Task Force,

the possible two-year time period the Task Force would possibly remain intact, and the difficulty in replacing a member at this time. Pat Timm made a motion to send a letter to the Board, copied to the plaintiff attorneys or at least Trudy Rauh, saying we understand the exchange of letters going on and hope the Board will review their proposal, reconsider it, and come to the conclusion that Carol can fulfill both obligations without conflict of interest. The motion passed with one dissenting vote from Nelson Schwab. Mr. Brown indicated he would submit a draft letter to Pat Timm for her editing.

Dr. Lewis reported on the Superintendent's Committee on Bronson. The meeting was held earlier in the day and focused primarily on the discipline study.

Pat Johnson Baker reported the Low Achieving Committee met on the 23rd of January with their general concern focusing around what was going to happen with the mini-districts. The concern was how the schools were going to be grouped together and whether or not the low achieving schools would be located within the same district. Jennifer Cottingham stated that the mini-districts are in the process of being decided upon and developed.

Zakia McKinney asked to have her request to Mr. Brandt put on the next agenda. Her request was for him to list what was going on short term in the district to address the issue of youngsters being expelled or suspended and not having support services for them.

Robert Brown requested having the next meeting notice indicate that he would duplicate and distribute all the written school reports that he had received to date and that they would be the major topic of discussion at the next meeting.

Duane Holm asked permission to bring a draft to the next meeting suggesting to the Board that when and if the goal of staff racial balance is removed from the Agreement, the Task Force would like to see the parties negotiate an agreement that they will continue the same kind of aggressive recruiting of black teachers they've had, increase the percentage of divergence allowed in an individual school more than the 5% they've got now, and they probably would be able to make some sort of exception for special programs.

Duane Holm discussed his suggestion to the Cincinnati Youth Collaborative that they use the paired schools of Washburn and Whittier as part of a project associated with the "Rising Generation Project."

Marian Spencer brought up three issues. The first was the reinstatement of the Affirmative Action and Governmental Affairs Committee and the Personnel and Equal Employment Opportunity Committee. The second item was the submission of the proposal by Senators Aronoff and Bowen to allow refinancing of the local school debt over a ten year period instead of two years. The third item was Representative Fox's proposal for vouchers. Mr. Gideonse discussed his debate with Michael Fox and said it would be restaged on February 10th before the Human Resources Committee of City Council.

Mr. Brown adjourned the meeting at 9:35 P.M. The next meeting is scheduled for Monday, March 2, 1992 at 7:30 P.M. in the 12th Floor Dining Room of the Education Center.

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COMMUNITYWIDE TASK FORCE MEETING

March 2, 1992

Minutes

Members Present: Robert Brown, Hendrik Gideonse, Cheryl Grant, Duane Holm, Patricia Johnson-Baker, Lillian Jones, Zakia McKinney, Nelson Schwab, Marian Spencer, Louise Spiegel, Patricia Timm

Also in attendance were: Dr. Robert Evans, Facilitator, Jennifer Cottingham, Coalition Coordinator, Mr. J. Michael Brandt, Superintendent, Carol Burrus, Assistant School Community Coordinator

Members Absent: Karla Irvine, Monty Whitney, Fred Nelson

Robert Brown opened the meeting at 7:30 P.M. He distributed copies of the school visitation reports he had received from Nelson Schwab, Marian Spencer, Louise Spiegel, Monty Whitney and Hendrik Gideonse. Lillian Jones said she had visited her school but wanted to return again before submitting her written report. Zakia McKinney had visited Heberle but had not written her report yet. Cheryl Grant and Pat Timm said they wouldn't be visiting schools nor submitting any reports. Mr. Brown suggested that all reports be in by the next meeting so they could be discussed at that time.

Robert Brown introduced the Superintendent, Michael Brandt, so he could respond to Zakia McKinney's request for more information on where the district is in terms of dealing with the high percentages of suspensions and expulsions. Mr. Brandt said he was meeting the next day with the legislature regarding the extension of the district's loan. Mr. Brandt said the first thing the district has done is it has written a new discipline computer program which will hopefully provide better data. Mr. Brandt said the funding for the things being initiated is very small at this time and limited to monies that are underspent with the energy consumption from a milder winter and some funds from transportation savings. He indicated he has been meeting with several key members of the community that represent constituencies that have an express interest in this and expertise and have volunteered help. Some of the organizations include the NAACP, Black Male Coalition, Urban League of Cincinnati, Black Baptist Ministers, Steven Reece from Integrity Hall who's working with us as a private individual, Urban Appalachian Council, Odell Owens representing the Superintendent's Advisory Committee and a number of other constituents who have expressed interest in working with the system. Another thing being done is expanding in-school suspension classes in some key high percentage schools. The district is piloting a re-entry intervention program at two to three sites in the city where kids who are under suspension could actually enroll in an off-site program that would deal not only with some curriculum issues, but would also deal with issues of self-esteem, working in areas of skill development, and coping techniques. Eric Ellis has developed a new program that was piloted several weeks ago at Integrity Hall. Ten children each from Taft, Withrow, and Woodward were chosen. Seven were high-risk kids and three were leadership kids who had never been suspended. They were put through a treatment and principals and counselors will track them to see if there is improvement. Another thing will be intermediate training for some principals, assistant principals, and teachers who need help. A group of "super subs" will be used so 15-20 teachers per week can leave the schools and do extensive training in classroom organization and management skills, and diversity training. Hopefully 100-150 teachers can be dealt with before the end of the school year. Another program being developed is an afternoon class from 4:00 to 6:30 PM at different sites around the city for out of school students in secondary schools. The students could come after school and keep up with their school work so that when their suspension is up and they re-enter they will be better off academically. The district is also working with the Center of Peace Education and other groups to develop a roving type of treatment program where experts could actually go to the schools and work with high risk students and give them a treatment plan and would then do follow-up work with them. Several organizations such as the Black Male Coalition have offered volunteers to work with the schools. Principals and assistant principals have had inservice and some of the procedural steps in the suspension and expulsion process are being clarified, one of which is requiring the parents to be notified immediately of a problem before the child is suspended. A city-wide mailing to all parents in the district will be sent the week of March 10 to clarify the discipline code, the parent's responsibility and the appeal process. This mailer will be sent at the beginning of the school year in the future. On the recommendation of Odell Owens, Children's Hospital is being contacted to work with children whose behavior is affected by specific medical needs. A best practices survey is being distributed to principals and selected teachers to find out strategies and techniques around discipline that work well. When Junious Williams' study is completed around the end of May, hopefully some excellent suggestions can be implemented regarding in-school suspension classes.

Jennifer Cottingham detailed the activity packets the CIS schools use with children who are suspended. Louise Spiegel volunteered her assistance in getting young people to assist other young people as mentors. Cheryl Grant expressed displeasure with the name of Steve Reece's Halfway House. She felt it had a criminal connotation of being a place where bad kids go. Mr. Brandt stated the Board had no input on the naming of the facility and agreed with Ms. Grant and indicated work is still being done on the program. She also felt that some elementary age children are being suspended for excessive absenteeism and tardiness when the blame should be on the parent. She felt agency assistance should be acquired for the medical problem of drug dependency. Pat Johnson-Baker felt there is a real need to do cultural training in dealing with conflict with students. Mr. Schwab indicated to Mr. Brandt that he and Marian Spencer felt the legislative deficiency is in the rollback provision. Mr. Brandt said the Governor is going to come out with a recommendation for a different funding package within a year. A top level committee and specialist from Ohio State are putting packages together to address the problem. Mr. Brandt said one of the items that came out of the design team is a need for a full-time lobbyist, not only in Columbus, but here and other places to promote our interests. Zakia McKinney felt teachers should have more responsibility and accountability regarding discipline. She felt teachers need to look around at whom they know are not doing their job and they should not be protected by the union. Pat Johnson Baker asked for the statistics of the percentage of students who are being suspended by certain teachers or administrators. Mr. Brandt said a teacher can only recommend suspension or expulsion and an administrator must actually sign the suspension or expulsion. He also explained that tenured teachers can be fired from the system.

Mr. Brown commented on the discipline statistics. He asked if Hendrik would be doing his analysis of the figures. Mr. Gideonse said he wouldn't have the time to do the analysis because of the way the figures were formatted. Mr. Brown felt the news release was positive because of the joint comments in a supportive mode from the teachers and administration. He didn't think the statistics were very straightforward and should have been presented by comparing this year's quarter against last year's quarter instead of second quarter compared to first quarter of this year. Mr. Gideonse also felt some alternative analysis as described in his handout at the last meeting should be done.

The minutes were unanimously approved after Cheryl Grant made a motion to accept the corrected minutes and Pat Timm seconded the motion. The additions and changes are as follows: The addition that Mr. Gideonse had, in fact, distributed the writings that were called for by the Superintendent the preceding month for discipline as a positive concept; The addition to the last paragraph on page 2, "Carol Burrus requested the opinion of the Task Force regarding her continued service on it."; A change to the first sentence of the last paragraph on page 3 to read, "Marian Spencer brought up three issues because she thought they were germane to the deliberations of this group.

Mr. Brown brought up the subject that was discussed at the last meeting regarding the question of whether or not there's removal authority of anybody, particularly Carol Burrus, from the Task Force Committee. He said he had sent a letter to the Board urging her retention in both positions besides talking with Bill Seitz regarding the issue. The response he received was the appointment of Fred Nelson from Taft Stettinius by the Board as a replacement for Carol. He then sent a letter back to the Board expressing the Task Force's opinion that they didn't feel there was an appointment authority by either party in the absence of a vacancy. When he phoned Anne Power she indicated she felt Carol had resigned. Mr. Brown distributed a copy of a letter he had received from Nelson Schwab reiterating his position regarding the matter which was contrary to the other Task Force members. Bob Evans' opinion, which was expressed to the Task Force, is that the Board does have the authority to remove members. Carol Burrus asked if there indeed was a replacement, could it be a parent, someone who is involved, and not someone who lives outside Cincinnati and belongs to Bill Seitz's law firm. Marian Spencer made a motion to reiterate the Task Force's original position regarding the issue to the Board. Mr. Brown felt the motion should be more specific so Cheryl Grant moved that the Task Force continue to recognize Carol Burrus as a member of the Task Force. Duane Holm seconded the motion. The motion passed with one dissenting vote from Nelson Schwab. Mr. Brown said he would write the letter to the Board.

Marian Spencer distributed to all members a printout she had received from her sister who recently retired from Washington, D.C. schools. She felt the superintendent of that district had a real appreciation of what a public school should be.

Duane Holm informed the Task Force that Bill Seitz brought a proposal to the Legal Committee to change the provisions on staff racial balance. One proposal that did not pass because of a couple of people objecting, including Tom Mooney, was the Board would unilaterally give up the ability to keep teachers in a school or remove them for purposes of staff racial balance. The problem is, in order to solve a small problem at Sands and Carson, you'll formally renounce the Board's ability to assign teachers to achieve racial balance. It was felt the Task Force couldn't address the issue since staff racial balance had been removed from the judge's jurisdiction but Dr. Evans disagreed and urged the Task Force to address the issue. Duane Holm will draft a letter expressing the concern of the Task Force and Mr. Brown will distribute the letter.

The meeting was adjourned at 9:05 P.M. The next meeting will be held on Monday, April 6, 1992 at 7:30 P.M. Mr. Brown will seek a different location for the meeting since it is necessary to vacate the Education Center at 9:15 P.M. The location of the meeting will be given in the meeting reminder notice.

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COMMUNITYWIDE TASK FORCE MEETING

April 6, 1992

Minutes

Members Present: Robert Brown, Hendrik Gideonse, Duane Holm, Patricia Johnson-Baker, Lillian Jones, Zakia McKinney, Fred Nelson, Nelson Schwab, Marian Spencer, Louise Spiegel, Patricia Timm

Also in attendance were: Dr. Robert Evans, Facilitator, Dr. Jack Lewis, Director of Alternative/Settlement Office, Jennifer Cottingham, Coalition Coordinator

Members Absent: Carol Burrus, Cheryl Grant, Karla Irvine, Monty Whitney

Robert Brown opened the meeting at 7:35 P.M. He distributed copies of the agenda and school visitation reports from Windsor where he visited, and Duane Holm's report on Oyler. Zakia McKinney said she had visited Heberle but she did not plan on filing a written report on her visit.

Hendrik Gideonse made a motion to approve the minutes of the last meeting and Louise Spiegel seconded the motion. The minutes were unanimously approved with the following corrections. Robert Brown asked that the heading reflect Carol Burrus as a member of the Task Force and not show Fred Nelson as being an absent member. Marian Spencer requested that on Page 2 the minutes reflect that her concern was that the organizations involved seem to indicate a one race solution to the problems of discipline. Marian Spencer also requested on Page 4 in the first paragraph the sentence read, "She felt a prior superintendent of that district had a real appreciation of what teachers should be." Duane Holm asked to delete the words, "including Tom Mooney," on page 4, in the third paragraph, third line.

Robert Brown discussed Bill Seitz's March 19 proposal to the Task Force that added Mr. Fred Nelson as a Board appointed member of the Task Force and moved Carol Burrus to the status of a fifteenth member of the Task Force appointed by neither side but serving with the concurrence of both. Mr. Brown indicated he had checked with attorneys for both sides and they were in agreement with the compromise. Duane Holm made a motion to accept the compromise and Hendrik Gideonse seconded the motion. The motion passed with a unanimous vote. Marian Spencer voiced her objection to Mr. Seitz's March 9 letter in which he stated Marilyn Hoene was replaced by the Board in 1989 without having resigned and over her objection when she made it clear she was moving out of the city and her children would no longer be in city schools. Ms. Spencer also felt his statement that he had stepped down as Chair on the mere suggestion by Ms. Spencer of conflict of interest was erroneous since she felt he wouldn't have stepped down unless he felt like so doing and his real reason was the fact he was running for the Board of Education. Mr. Nelson indicated his willingness and pleasure to serve on the Task Force. Mr. Brown welcomed him aboard but indicated his disappointment in his having attended a second-rate law school (Harvard, JD, cum laude).

Mrs. Spiegel asked the Task Force members if sometime in the future they could discuss those aspects of the settlement and current processes in place that they want to see succeed and keep in the system after the system is removed from court jurisdiction.

Mr. Brown commended Mrs. Spiegel on the recent award she received from the Greater Cincinnati Race Relations Council.

Discussion ensued about the teacher transfer policy and the effect of the Sixth Circuit Court decision. Mr. Brown indicated the Task Force was in agreement with a change to a plus or minus ten percent leeway. The dispute was in the Board's language with the policy that said over and above all of these exceptions, no teacher would ever be denied a transfer solely on the basis of race. Duane Holm made a suggestion to authorize the Task Force Chairperson or his designee to appear before the Legal Committee when and if these issues get brought up again. Hendrik Gideonse made the motion and Pat Timm seconded the motion. The motion passed unanimously by the Task Force.

Mr. Brown announced he had received reports on school visits from Mr. Schwab, Mrs. Spencer, Mr. Holm, Dr. Gideonse, Mr. Whitney, Ms. Spiegel, and his own. Zakia McKinney indicated she wasn't submitting a written report because she wasn't in full agreement originally with the idea but would be willing to share information about the school. Lillian Jones stated she hadn't written a report since everyone else had written positive things about the school they visited and she wasn't able to. Mr. Brown said his report wasn't favorable either but encouraged everyone to write a report whether it be a good or bad one, since the views of the people submitting them would then be communicated to a wider group of people. Mr. Brown recounted some of the negative things he had witnessed in his school visit. Dr. Evans felt feedback from the school visits should get channeled back to Jennifer, Jack and other people responsible for major issues so changes can result in a better education for children. He felt the Task Force members would observe things in their visits that educators don't see. Dr. Gideonse, Pat Timm and Zakia McKinney all felt the school visit reports should be used to make constructive suggestions for policy innovations and to help generate community resources.

Louise Spiegel expressed concern that the schools need to be more aware of community resources that are available to them. She suggested talking with Linda Basler from the Partners in Education about getting additional help for the low achieving schools. Ms. Cottingham said there was a Partners In Education Meeting on April 22 at which she was a speaker and that she would speak to them at that time regarding Ms. Spiegel's suggestion. Ms. Spiegel also expressed concern about what would happen to the students at Merry who had reluctantly been placed there through the redistricting if the building was used as administrative offices and the children were again moved.

Nelson Schwab asked Jennifer Cottingham if she would be replaced as the head of the low achieving schools to which she said she would be. He asked if she would be submitting a report at the end of her tenure indicating the various areas that need addressing.

Jennifer Cottingham addressed the question of why the low achieving schools had been mixed with other schools in the structure of the mini-districts. She indicated they had tried to achieve a better mix of schools in their selection of each district. She explained the placement of Instructor Assistants in the schools and the comparison of what low achieving schools have versus alternative and neighborhood schools. She asked the Task Force members for their opinion on whether or not the Coalition Schools should be kept together in a district. She explained why certain schools had not been selected for the pilot mini-district. The importance of a well-qualified principal in the school was discussed.

Dr. Evans reported that Judge Rice plans to have a conference call with the attorneys in September to determine whether or not any kind of hearing will be held. There will be some assessment in September about a possible October hearing if that´s warranted around the two remaining issues. There is a regular quarterly meeting of the attorneys on April 29 with the major topic of discussion being the exit criteria for the low achieving schools. He also conveyed Judge Rice´s regards to Louise Spiegel.

Marian Spencer expressed the concerns she has been receiving from other people about the suspensions and expulsions of students. She suggested having a type of amnesty period for these students since the Re-entry Center can only handle a partial number of these students.

Dr. Lewis reported that several new discipline program initiatives were going to be implemented in the fourth quarter of the school year. The re-entry program at Steve Reece´s Halfway House is one of them. There is also a three day training program for suspended students to help them learn coping skills so it is a mini re-entry program. There will also be a "super sub" program. If the teacher is found to be deficient in classroom management skills, a substitute is provided and the teacher is taken out of the class and given special training. There are eighteen new in-school suspension classes around the district. Dr. Lewis said the discipline study was progressing as planned. Information was being collected from districts around the country for comparison purposes. He indicated Junious Williams plans to hold a group interview with the Task Force members. Dr. Lewis said a district level proposal had been forwarded to the Greater Cincinnati Foundation for partial funding of the discipline study and that he and the Superintendent and Board President would be meeting with them on April 29 to present the proposal. Hopefully the Board would receive a final answer by the end of May.

Hendrik Gideonse distributed a copy of a letter he wrote to Mr. Brandt regarding the Discipline Flyer that was distributed to students in the school system. Mr. Brown suggested making an item on the agenda of the next Task Force meeting to discuss the Task Force members´ comments and reactions to the letter. Duane Holm asked Hendrik Gideonse to put his proposal on what to do with the school visit observation reports in written form for the next meeting.

The meeting was adjourned at 9:15 P.M. The next meeting will be held on Monday, May 4, 1992 at 7:30 P.M. at the M.A.R.C.C. Office in the Enquirer Building on Vine Street.

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COMMUNITYWIDE TASK FORCE MEETING

May 4, 1992

Minutes

Members Present:	Robert Brown, Hendrik Gideonse, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Fred Nelson, Nelson Schwab, Marian Spencer, Patricia Timm, Monty Whitney
	Also in attendance were: Dr. Jack Lewis, Director of Alternative/Settlement Office, Junious Williams and Charles Vergon, Discipline Study Consultants
Members Absent:	Carol Burrus, Cheryl Grant, Lillian Jones, Zakia McKinney, and Louise Spiegel

Robert Brown opened the meeting at 7:35 P.M. He explained he would conduct the business part of the meeting first and then Junious Williams and Charles Vergon were going to conduct a verbal and written survey of the Task Force members in relation to the discipline study they are conducting.

Hendrik Gideonse made a motion to approve the minutes of the last meeting and Pat Johnson Baker seconded the motion. A unanimous vote approved the minutes of the April 6 meeting.

Robert Brown, during the discussion of old business, brought up the subject of the staff racial balance policy that was recently adopted by the Board. He felt the Board had gone beyond relaxing the policy since no one will be restricted from transfer on the basis of race which, of course, is the purpose of the policy. Pat Timm made a motion to send a letter to the Board expressing disappointment in their decision concerning the policy and urging them not to abandon the policy. Pat Johnson Baker seconded the motion and it was approved with a unanimous vote. Mr. Brown brought up Mr. Gideonse's letter regarding the discipline flyer that was mailed and Hendrik asked that it not be brought up for discussion at this time since he was still waiting for a response.

Mr. Brown asked for a report from the various committees. Dr. Lewis reported that Theresa Henderson was approved by the Board to replace Jennifer Cottingham as Director of the CIS Schools. An effective date of the replacement had not been announced. Dr. Lewis summarized the progress on the discipline study and indicated the entire report may be slightly delayed. He announced that a proposal for partial funding of the discipline study had been submitted by the district to the Greater Cincinnati Foundation. He indicated the system should hear the results of the request around the end of May. Pat Timm expressed her criticism that none of the various discipline committees had been involved in the preparation of the Foundation proposal. Dr. Lewis stated that Nelson Schwab had approached the Foundation and they had told him it was necessary for the district to submit the proposal. Pat Johnson Baker asked Dr. Lewis if he had any information about the staff training the system would be initiating. He indicated he would check to see if he could find out any information on this.

The Superintendent's Committee on Bronson had been scheduled to meet that morning but had been canceled due to the Superintendent's illness. The Study Committee had not met and Mr. Brown suggested it be considered a disbanded committee. The Steering Committee is scheduled to meet four times a year. Two of the meetings were held, the third one was canceled, and the fourth one is coming up on May 20. The Bronson Coordinating Committee had not met since the last Task Force meeting and it, likewise, meets four times a year with the last meeting having been in February. The Ad Hoc Discipline Committee meeting has been scheduled and the Discipline Steering Committee will convene in the near future to work on the Discipline Handbook.

Pat Timm questioned the presence of all the committees since they don't meet and there are no reports. Dr. Lewis indicated most of the committees don't meet monthly and thus there are no reports each month. Pat Timm felt that members of the Task Force are available to provide meaningful service to committees functioning at the Board and Administrative level and they aren't being utilized. She expressed her displeasure over this fact. Duane Holm suggested putting into the minutes the dates of the next meeting of the various committees so it would be more easily understood why there was no report. Mr. Gideonse asked Dr. Lewis for the third quarter suspension and expulsion figures. Dr. Lewis indicated the figures hadn't been released yet but promised to mail the Task Force members a copy of the report as soon as it was released. Dr. Lewis was asked if the figures could be released to the Task Force before the media received the information, but he indicated he wasn't sure that could be accomplished since the normal procedure is to give everything to the media first.

The business portion of the meeting was adjourned at 8:00 P.M. with the secretary and Dr. Lewis leaving and the rest of the Task Force members remaining to participate in the discipline survey. The next meeting will be held on Monday, June 1, 1992 at 7:30 P.M. at the M.A.R.C.C. office in the Enquirer Building on Vine Street.

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COMMUNITYWIDE TASK FORCE MEETING

June 1, 1992

Minutes

Members Present:	Robert Brown, Hendrik Gideonse, Cheryl Grant, Duane Holm, Lillian Jones, Fred Nelson, Marian Spencer, Louise Spiegel, Patricia Timm Also in attendance were: Dr. Robert Evans, Facilitator, Dr. Jack Lewis, Director of Alternative/Settlement Office, Jennifer Cottingham, Coalition Coordinator
Members Absent:	Carol Burrus, Karla Irvine, Patricia Johnson-Baker, Zakia McKinney, Nelson Schwab, Monty Whitney

Robert Brown opened the meeting at 7:35 P.M. Copies of the new Cincinnati Public Schools Organization Chart, the CIS Goals and Results as of June 1, 1992, a letter to Robert Brown from Bill Seitz regarding Staff Racial Balance, and a Racial Isolation for Census Blocks (Housing) for the City of Cincinnati Chart were distributed to the Task Force members.

The minutes of the May 4, 1992 meeting were unanimously approved after a motion was made by Louise Spiegel and seconded by Hendrik Gideonse to approve them.

Jennifer Cottingham reported to the Task Force on the achievement, or lack thereof, of the various goals of the CIS Schools. She has met on a monthly basis with all the new teachers and principals in the Coalition Schools for inservice on discipline and achievement. She indicated the CIS pre-school programs are suffering because of the half-day program since the parents need an all-day situation. The Task Force discussed at length the CIS staffing issues. Ms. Henderson is going to remain in her school for the present and Mr. Brandt has added a curriculum consultant, Jean Phillipi Brown, to the CIS staff to work with her. Ms. Cottingham felt overall the CIS schools have seen improvement in the last couple of years, and with the current momentum, she felt it would continue.

Discussion ensued regarding the letter Hendrik Gideonse wrote concerning the Cincinnati Public Schools' Discipline Flyer. In his analysis which was spelled out in the letter, he felt it was conveying a negative message and made positive suggestions about what could be done. He indicated he had received a letter from Mr. Brandt saying his questions and issues were under consideration and he could expect to receive a response. Mr. Gideonse discussed his participation in the teacher and administrator subcommittee of the Discipline and Truancy Improvement Team and indicated some very positive and exciting outcomes had been accomplished. He hoped that they would be incorporated into the comprehensive, overall Discipline and Truancy Improvement Team recommendations.

Mr. Brown asked for the reports of the various committees. Dr. Evans had nothing to report to the Task Force. Dr. Lewis reported the Superintendent's Committee on Bronson had met that morning and indicated that Mr. Brandt will be embellishing on the organizational chart to clarify questions about the coordination of Bronson. In response to a question raised by Pat Johnson Baker at the previous Task Force meeting about the staff training on discipline. Dr. Lewis reported there will be a series of training sessions for principals over the summer. He indicated it will include training in discipline and other areas. The question was raised as to who would be doing the inservice training for principals regarding discipline and whether the training would emphasize reinforcing good behavior versus informing students and parents about the penalties for improper behavior. Mr. Gideonse reported that from his work with the Discipline and Truancy Improvement Team there was to be a training program for all staff on cultural diversity from the Staff Development office. Pat Timm suggested the Center for Mediation could do some training around mediation of which she has responsibility for managing and designing. The system is initiating the super-sub program in which teachers who volunteered went through a special training session on classroom management, cultural diversity skills and instructional techniques. Over the next year the superintendent is planning to have every middle school teacher participate in this training session because of the high rate of suspensions at that particular grade level. Dr. Lewis reported the completion of the Discipline Study by Junious Williams will be around the end of June instead of the earlier prediction of the end of May. He also reported receiving word from the Greater Cincinnati Foundation of their approval for the grant to help fund the Discipline Study.

Pat Timm and Lillian Jones reported on the Steering Committee meeting which was held the previous week. The six principals and one assistant principal who had attended discussed the impact team of the school and the problems they were encountering. There seemed to be a real problem with the follow through and coordination of the local schools with the private and public agencies. Jennifer Cottingham reported that an executive director of different agencies had been assigned to a mini-district and one-fourth of their time must be spent with coordinating agencies in that mini-district.

Marian Spencer reported on the Bronson Coordinating Committee meeting which had been held on Thursday, May 20. She said Jennifer Cottingham had given an update on the CIS schools that was similar to the one she had presented earlier in the evening. Jerry Moore had presented his report with information about the funding at the CIS schools, attendance, and achievement but indicated CAT scores, retention rates and attitude indicators would still be forthcoming. Mr. Glaspie discussed the suspension and expulsions for the last quarter of school. He gave some personal opinions and recommendations regarding suspensions and expulsions. Ms. Spencer shared her six points of analysis with the Task Force which she had developed prior to the meeting and which were confirmed by the meeting.

Duane Holm discussed the report he had distributed which compared the Taeuber Index for the school system with the Taeuber Index for the residential housing in the city of Cincinnati. He indicated the report showed schools are the one institution in our society that are integrating while housing is still lagging way behind and the discrepancy between schools and housing is increasing.

A motion was made to adjourn the meeting at 9:20 P.M. The next meeting will be held on Monday, July 6, 1992 at 7:30 P.M. at the MARCC Office on Vine Street.

Congratulations or condolences, whichever are in order, to Bob Brown, the new father of twins, a boy and a girl.

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COMMUNITYWIDE TASK FORCE MEETING

July 6, 1992

Minutes

Members Present: Robert Brown, Carol Burrus, Cheryl Grant, Duane Holm, Zakia McKinney, Fred Nelson, Nelson Schwab, Marian Spencer, and Louise Spiegel
Also in attendance were: Dr. Robert Evans, Facilitator, Dr. Jack Lewis, Director of Alternative/Settlement Office, Jennifer Cottingham, Coalition Coordinator

Members Absent: Hendrik Gideonse, Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Patricia Timm, Monty Whitney

Robert Brown opened the meeting at 7:30 P.M. Copies of the Cincinnati Public Schools' Leadership Training Workshop schedule, the News Release regarding the CAT Scores, and a Coalition of Innovative Schools Report were distributed to Task Force members.

The minutes of the June 1, 1992 meeting were unanimously approved after a motion was made by Robert Brown and seconded by Duane Holm to approve them.

Jennifer Cottingham reported to the Task Force members regarding the Coalition Schools. She said the suspension and retention rates for the last quarter had not been completed at that time. She indicated rumors were going around that the budget for the Coalition Schools had been cut but that simply was not the case. She stated the achievement test scores were the highest they had ever been and she felt that if improvement could be maintained next year, which would be the third year for improving scores, then the district could feel they were on the road to making a difference with the children's lives. Nelson Schwab asked for an explanation of why the scores at Hoffman had in fact declined. Ms. Cottingham explained that their scores were so high that sometimes it's extremely difficult to keep the momentum going. Ms. Cottingham stated her personal goal for the Coalition Schools would be for all of them to be above the bottom ten schools in the district. Some of the Coalition Schools had already attained her goal but there were still some which had not. Louise Spiegel questioned how the Coalition Schools would get along in the larger mini-district situation. Ms. Cottingham said there were going to be special things allocated to these schools such as a curriculum coordinator. The schools will still meet as CIS schools. Fred Nelson asked how scoring at the national average is viewed by society and how prepared you are for entering the workplace if you are achieving at this average. Dr. Lewis said it's pretty significant for an urban district to be at the national average since the national average includes all districts, urban and suburban. The question arose if some of the CIS schools would be removed as a CIS school since their scores had improved but it was concluded they will remain until the Settlement Agreement ends. Nelson Schwab asked Ms. Cottingham how the eight lowest achieving schools in the district break out across the eight mini-districts, not including the pilot district. She said she would provide him with that information.

Dr. Lewis said because of the reorganization in the district he would no longer be involved with Bronson. He thanked the Task Force for their involvement and participation over the eight years. He said he felt Bronson had been good for the district and felt much had been accomplished. He said the district has made a major commitment to Bronson over the years and the depth of that commitment to continue and maintain the programs, procedures, and policies that have been developed as a result of Bronson will be seen as time goes on.

The Superintendent's Committee on Bronson had met earlier in the day. Lillian Jones had attended the meeting. The CIS Report that Ms. Cottingham had prepared was discussed at the meeting.

Dr. Lewis reported that Junious William's report had been delayed and the district would be receiving it approximately July 17. There has been debate among the attorneys regarding the distribution of the report. Dr. Evans suggested Robert Brown write a letter to the Superintendent requesting the Task Force members receive a copy of the report prior to the media receiving it.

The Ad Hoc Discipline Committee had met on June 24 but only six members, all of whom are school administration, had attended the meeting. Louise Spiegel and Zakia McKinney had both missed the meeting. Zakia had expressed concerns with Jack Lewis and he suggested she write a letter to the Superintendent expressing her concerns about some issues that may have been discussed and not made into a recommendation. There probably will be another meeting of this committee after the district receives Junious Williams' report since the purpose of that committee is to review policies for racial bias and he will be recommending some policy changes.

Because the Task Force usually only has eleven meetings each year, a consensus of members was taken as to individual attendance at a meeting in August. Most members were willing and able to attend so an August meeting will be held, provided the Discipline Report from Junious Williams has been received. The meeting will be held on Monday, August 3, 1992 in the MARCC Office in Room 1035 of the old Enquirer Building at 617 Vine Street.

A motion was made to adjourn the meeting at 8:30 P.M.

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COMMUNITYWIDE TASK FORCE MEETING

August 3, 1992

Minutes

Members Present:	Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Zakia McKinney, Fred Nelson, Nelson Schwab, Marian Spencer, Louise Spiegel, Patricia Timm Also in attendance were: Dr. Lionel H. Brown, Deputy Superintendent, and Theresa Henderson, Coalition Coordinator
Members Absent:	Robert Brown, Carol Burrus, Hendrik Gideonse, Cheryl Grant, Duane Holm

Marian Spencer opened and chaired the meeting at 7:30 P.M. in the absence of Robert Brown. Theresa Henderson distributed copies of the final Evaluation Report for the Coalition of Innovative Schools for 1991-92.

Lillian Jones made a motion to approve the minutes of the July meeting and Nelson Schwab seconded the motion. The minutes were unanimously approved.

Marian Spencer requested a copy of the taped statements that Jennifer Cottingham had made at the last meeting regarding the Low Achieving Schools and her concerns about where she would like to see the schools against where they actually are. The secretary agreed to attach a copy to the minutes of the August meeting.

Mrs. Spencer introduced Dr. Lionel Brown to the group and asked him for his response to the Discipline Report prepared by Junious Williams. She indicated that not all of the Task Force members had an opportunity to read the entire report as of that date.

Dr. Brown felt Junious William's report was very straightforward and objective as to what he found in the district and felt he had not editorialized at all. He indicated he could not quibble with any of the recommendations that Junious had made. Dr. Brown felt it would take the efforts and collaboration of the entire district and all of the City of Cincinnati to make certain all of the key stakeholders are represented in the final actions necessary to carry out the report, especially regarding the policies and procedures and the definition of offenses. He indicated he had begun to develop a first cut of a plan of action that would be accompanied with recommendations that would go to the Superintendent for his review and direction. He indicated he is concerned about the quality of classroom instruction and that his recommendations will address that issue. Another concern of his is the need for ongoing inservice and training in respect to the many problems associated with discipline. He specifically wants to target the individual needs of classroom teachers in the Coalition Schools. Another major concern is the parent component which will involve training programs and inservices for parents. Another recommendation of his will be to arrive at some common thrust across the district so there is consistency and constancy across the district in common practices. One of his first steps will be the differentiation of policy/procedure and practices in the district that will bring about some immediate change. Another difficult aspect to address is how you come up with alternatives to suspension and what type of individualized instruction can be provided to the child if suspension is necessary.

Lillian Jones asked if funding was available to implement the recommendations. Dr. Brown said funds had been set aside to be used to deal with the outcome of the study. He indicated he would try to use existing resources and departments that are in the system to implement some of the recommendations. Karla Irvine asked what the impact the mini-districts and the decentralization would have and if he was going to have the authority to implement the recommendations. Dr. Brown indicated he would have to interface with lead principals, principals, the union, the Legal Department, Public Affairs and Quality Improvement in coordinating and managing the discipline operations in the district. Dr. Brown said his position as Deputy Superintendent afforded him the authority to get the job done. Dr. Brown agreed to keep the Task Force informed of the recommendations that would be going into effect for the current school year.

Theresa Henderson discussed the final Evaluation Report for the Coalition of Innovative Schools. She spoke about how schools like Hoffman traditionally get children from Catholic Schools in the third grade who have difficulty reading.

Ms. Spencer suggested discussion of the Discipline Report be put on the agenda for next month's meeting. Karla Irvine also suggested putting discussion of the Green Hills/Forest Park problem on the agenda for next month.

The next Task Force meeting will be held on Tuesday, September 8, 1992 in the MARCC Office in Room 1035 of the old Enquirer Building at 617 Vine Street. Please note the change in the day of the week of the meeting because of the first Monday of September being a holiday.

A motion was made to adjourn the meeting at 8:45 P.M.

smt

Enclosure

COMMUNITY WIDE TASK FORCE MEETING

September 8, 1992

Members Present:	Louise Bowen, Lionel H. Brown, Robert S. Brown, Hendrick Gideonse, Cheryl D. Grant, Theresa Henderson, Duane Holm, Patricia Johnson-Baker, Lillian Jones, Fred Nelson, Nelson Schwab Jr., Marian Spencer, Patricia Timm
Members Absent:	J. Michael Brandt, Carol Burrus, Robert Evans, Karla Irvine, Zakia McKinney, Judge Walter Rice, Louise Spiegel
Guest:	Ophelia Kelly Azariah

Robert Brown called the meeting to order at 7.35 p.m. and distributed the agenda to members present. He thanked Mrs. Spencer for chairing the August 3 meeting in his absence. A motion was made and approved to insert the transcript of Jennifer Cottingham's report on the CIS schools at the July 6 meeting into the minutes for July 6, 1992.

The minutes of the August 3rd meeting were approved as written.

Mr. Brown welcomed Lionel H. Brown to the meeting and Dr. Brown introduced Theresa Henderson, Director of CIS schools. Members were asked by Dr. Brown to identify themselves for the temporary recorder.

Ms. Azariah (visitor) was introduced and welcomed to the meeting. Ms. Azariah is an organizational consultant, member of the Cincinnati Education committee, and formerly worked with the Center for Peace Education.

Appreciation was expressed to Sue Tragessor, who has recently been appointed to the Board Office, for the excellent job she did working with the Task Force.

Reports:

Dr. Brown shared information from summer activities with the task force. He distributed folders with an Executive Summary of the planning sessions conducted during the summer for CIS schools, and the August seminar's summary and evaluation. Also included was a matrix (DRAFT) of the recommendations from the Mayor's Summit, the superintendent's Discipline and Truancy Improvement Team (DATIT), and the Junious Williams report. Task Force members can see from the matrix how the recommendations that have been presented to the superintendent and Board parallel the concerns raised by the Mayor's Summit, DATIT, and Junious Williams' report.

Dr. Brown discussed the role/functions of the Office of Student Discipline and outlined plans for addressing district discipline needs. Inschool suspension was discussed and the inservice training strategies to improve educational objectives for students while under inschool suspension. Due to budget constraints, Project Succeed will focus on coalition schools, while inschool suspension and cooperative discipline training will be districtwide efforts. Project Succeed has several components and works with parents, teachers and students.

Community Wide Task Force
September 8, 1992
Page 2.

Dr. Brown announced the formation of a Discipline Task Force committee and requested that several members of the Citywide Task Force be a part of that committee. The Discipline Task Force would be comprised of principals, teachers, parents, community, and agency representatives, and work on discipline policy and procedure recommendations.

Mrs. Spencer asked about the use of instructor assistants in inschool suspension classes and Mr. Baker questioned the legality of using instructor assistants rather than certificated teachers. Dr. Brown responded that instructor assistants were less costly and their use does not violate State law.

Mr. Nelson asked for clarification of items 32 and 43 in the evaluation of the CIS summer inservice. Dr. Brown shared the value of increased awareness and respect for the cultural and language differences our students bring into the classroom. Staff were provided inservice by Dr. Rubin who stressed the impact lack of respect for language/cultural background has on a student's self esteem. The cultural diversity sections of the workshop were intended to bring awareness and respect for the differences a child may bring to school and thus help foster self-esteem and confidence in students. Dr. Gideonse further clarified this in discussing the various types of English (Black, Appalachian, Business, Legal, Academic) and the impact between labeling the use of them as "wrong" as opposed to "different."

Mr. Holm asked if the final copy of the Junious Williams' report had been submitted and if it was available to the Task Force. Dr. Brown stated that he would check on its status and see about bringing copies to the next meeting.

Dr. Brown provided an outline of Project Succeed which has three emphases: 1) reading specialists to work with those students who have been identified as having severe reading problems; 2) a parent component to train/inservice parents on issues such as parenting skills, how to work with the schools and the child to build in accountability, and 3) work with teachers and incorporate social skills in the curriculum.

The summer school example gives a full description of how the one strand works. We were able to put together a reading team for each building which included the reading teacher and I.A. who dealt with a limited number of students. The preliminary evaluation is very encouraging.

Development will be finalized after the budget is approved and extent of available resources are known.

Dr. Brown shared that he is exploring ways to expand the budget by using the resources already available in the district; i.e., Quality Improvement, Legal, Public Affairs, etc. Strides have been made in assuring due process with the due process checklist. He is also working on a process to help parents have a forum for dealing with school/student concerns.

Ms. Johnson-Baker asked if the Budget will show how much each school is receiving in total funds including special programs. Dr. Brown responded that that was his understanding. Ms. Johnson-Baker expressed her concern about the amount of money going into the pilot mini district vs. what goes to Coalition Schools.

A resolution was made and Bob Brown charged to write a letter to the Board members raising a concern that past funding is maintained for the Coalition Schools and that they receive an equitable share of available funding to meet the obligations under the Bronson agreement.

Further discussion about the budget centered on whether the resources to the Coalition Schools are the same as last year and that a request be made for the Board to provide the Task Force with some meaningful information so that they can compare the level of funding last year with this year.

Committee Reports There were no committee reports.

New Business

There was a lengthy discussion of the Junious Williams' discipline report. Dr. Gideonse stated that he felt the things of greatest interest to him (with questions of substance, purpose and concept) received the lightest treatment. He found some very hopeful signs but they were short and brief. For example, Recommendation #1. Develop a definition of fair and effective discipline along with a set of organizational outcome measures and a considered philosophy that is child centered, developmentally appropriate, and educationally sound. The recommendation is good; however, there is no follow through. -- No a), b), c), d), etc. Its all left to be done. If you mean by discipline that which governs the behavior of children from inside, that's what you're trying to teach--not counting misbehavior.

There were other places where similar kinds of key notions around what teachers and principals believe about student behavior and its management that he felt the system could use as the vehicle to move in very substantial ways.

Mrs. Spencer felt that nationally we were too far down. She understood the concerns about leadership changes (three superintendents) during this period; but felt a consistent pattern of change would have brought us to a different position at this point.

Mr. Brown read the disparity section picking up the focus from the courts' standpoint. He felt it reads like an unfinished novel. The disparity rate increased once during the course of the seven years of the settlement. However, Junious Williams said "none of these analyses were conclusive." Mr. Brown found this conclusion unsatisfactory. He stated that while there are phenonema in life that have no explanation from a data approach, there are explanations. He felt Mr. Williams was trying to restrict his answers to what he could look at in statistics.

Dr. Gideonse felt the information on pages 35 and 36, Programs and Behavior Management Strategies, recognized the fundamental difference in aiming to produce appropriate behaviors, and managing discipline by responding to inappropriate behaviors.

Mr. Holm's perception was that Mr. Williams was asked two questions. One was a legal question on if the Board is legally responsible for the racial disparity that exists in the discipline data. Second, he was to make recommendations on better management policies. The report does give some suggestions on management policies, but doesn't really answer the first question and legal issue on whether Board of Education is legally responsible because of these policies for the disparity which exists.

Mr. Nelson stated that given the information provided it was a question Mr. Williams could not answer.

Dr. Brown stated that it is the position of Superintendent and Board to accept the report as written and to take steps necessary to address the concerns raised in the report. Acknowledgment was made that there is a disparity and recognition that the number of students suspended must be addressed. The Office of Student Discipline is responsible to carry out necessary recommendations to get issues corrected.

Ms. Grant questioned 1) whether the report serves a useful purpose for Bronson. If it does, what is it, and, 2) where do we go from here? What is our responsibility as a Task Force? Are we back to where we were before? Can we answer the 2nd question without knowing the answer to the first?

Dr. Gideonse felt they could look at disparity, agree it is unacceptable and further deal with disparity questions.

Mr. Brown said the report demonstrates that you can't identify the causes of the disparity from the objective records that are kept by the school system. But if you asked him what the reasons for the disparity are, he would have a series of reasons/explanations.

Mr. Nelson asked to what extent is it useful and appropriate to break down these categorizations on basis of race in the first place.

Mr. Brown continued by stating part of the disparity is due to students being suspended for offenses which are a subjective judgment and there are more black students who deviate from that predominating norm in the disciplinary mind of the school system than there are white students (relative to disorderly and unruly conduct).

There was general agreement that the Junious Williams' report did not provide the information the Task Force has wanted.

Mr. Brown suggested the need to discuss the report and develop a rational position to bring to Board and court.

Dr. Brown was asked to get Vol. 4 which has the breakdown of students' statistical data on offenses in various categories, etc.

Mr. Holm felt that as a Task Force their function is to focus their discussion on this report to the extent which it answers the issue in Bronson about legal responsibility for policies which affect the racial disparity in discipline.

Mr. Brown asked if one of the reasons for the disparity is due to the Board adopting policies that are subjective such as disorderly conduct.

Dr. Brown stated that he had read the report several times. With regards to the disparity issue, there has not been any proof or substantial evidence that there is a biased discipline policy in the district. The Junious Williams' report did not find the policy to be biased, but did state that there is a disparity and that there are contributing factors based on the survey of data. The real systematic changes are not going to be found in policy. Code of Conduct needs to be changed because it is nebulous -- no working definition for unruly or disorderly. Teachers do not understand the characteristics and culture of the child. They want to say A) all children are the same. We need to find ways to meet the individual needs of the child. The other begins with the instructional base. Teachers need training in order to deliver the kinds of services students need today. A training academy modeled on Gaines Academy will be on line within a year.

There was a general discussion of the number of discipline referrals in elementary and middle schools and using information to identify where specific assistance/training is possibly needed.

Dr. Brown said that it was important to get everyone working on the same page so that all feel responsible and safe to have meaningful dialogue among all stakeholders (all those who touch the life of the child) to develop a plan of action.

Closing

Pat Timm asked to use her business address on the membership list.

Dr. Brown left two volumes about the Office of Student Discipline for the Task Force to review. (Hendrick Gideonse will pass them on to Marion Spencer.)

Ms. Johnson-Baker asked for a copy of the new district organization.

The meeting adjourned at 9:35 p.m.

jb

COMMUNITY WIDE TASK FORCE MEETING

October 5, 1992

Members Present:	Lionel H. Brown, Duane Holm, Nelson Schwab, Robert S Brown, Robert Evans, Theresa Henderson, Patricia Johnson-Baker, Carol Burrus, Lillian Jones, Marian A. Spencer, Louise Spiegel, Hendrick Gideonse.
Members Absent:	Cheryl Grant, Karla Irvine, Zakia McKinney, Fred Nelson, Patricia Timm, Judge Walter Rice

Minutes from the meeting of September 8, 1992 were distributed, along with the Agenda for the meeting of October 5, 1992. Approval for the minutes of September 8th will be deferred until the next meeting since they were not received until October 5th. Each member had a final copy of the Junious Williams report at their place.

Robert Brown called the meeting to order at 7:30 p.m.

Dr. Brown apologized for the late delivery of the September 8th minutes and stated that each member would have minutes in advance of the next meeting. He took this opportunity to introduce Jane Mitchell of Withrow High School who will take minutes for future meetings. The members of the task force identified themselves to Mrs. Mitchell.

Reports:

Dr. Brown reported that he has moved forward with forming the Advisory Board for the Discipline Initiative and that several members of the Communitywide Task Force have been at the first two meetings, and are also chairing various sub-committees. This Advisory Board and sub-committees will look at the critical issues of policy and code of conduct and try to work through the definitions. Dr. Brown felt there was a broad representation of people and said that the next meeting of the Advisory Board would be held on October 13th at 7:00 a.m. at Withrow High School.

Dr. Brown reported that he is moving forward with the follow-up to the CIS summer seminar that was held, and that will be a fall and spring CIS seminar for those interested teachers in the various CIS schools, centered around the topics that were identified in the planning session.

Patricia Johnson-Baker interjected that she had sat through two meetings of the Discipline Advisory Board, and she felt as though this committee was going to function differently from any other committee she's worked with in the past. She felt as though the people who are working on the committee are really committed to the fact of looking at some tough issues as they relate to discipline - not the code of conduct. She said there are issues in terms of recognizing what the different penalties are associated with the problems in the schools.

She also said that they are looking at practices in terms of what issues they can work with and then recommending changes to the Board.

Dr. Brown then detailed the groups that make up the committee. He said it is a committee that is, indeed, a working committee. The title has been changed from Task Force to Advisory Board so that it would not conflict with this task force and other task forces that have been set up to look at the issue of discipline. One of the sub-committees, which is chaired by Mrs. Marian Spencer, will take the policy and procedures as they are drafted in the district and begin to examine them with the recommendations that come forth from the Junious Williams report and the Discipline and Truancy Improvement report, and the Mayor's Summit. They will, then, make recommendations for changes that need to be in the Policy and Procedure and actually write the language. Dr. Brown added that he had been in a meeting with the Board members regarding this and the Board President wants to work very closely with this sub-committee.

Another sub-committee, Dr. Brown reported, will look at the Code of Conduct and begin to define what is unruly and what is disorderly. We cannot tamper with the Code of Conduct because it is part of contract administration; however, we can operationally define unruly, disorderly conduct and some other offenses. This sub-committee can define the range of what should be managed at the classroom level and what should be referred to the office. They will also differentiate the Code of Conduct that is appropriate for elementary, middle, intermediate, and high schools and make recommendations in that area This sub-committe will also look at the communication aspect to determine an appropriate tenor.

A third sub-committee formed will look at Best Practices to examine what is working in the district, which schools are working, and how their success can be shared. Also, they will look outside the city to determine what models are working in inner-city schools.

There is a fourth sub-committee to address Philosophy and Vision. What is the philosophy for the district as it relates to discipline, and what is the district's mission?

Mrs. Burrus asked if the Advisory Board received a copy of the Discipline Task Force final report. She questioned if the Advisory Board could make recommendations to the negotiations panel in 1993.

Dr. Brown felt the Advisory Board could make a very strong statement about the Code of Conduct as a part of the contract.

Mr. Schwab said that part of the Junious Williams report (on page 42 of the summary) got very specific about the definitions of unruly and disorderly. The report made it very clear that if a person felt he/she was being discriminated against or treated unfairly, that he/she had certain rights and those right were to be spelled out and a procedure set forth. He was confused by the term "outside the contract."

Dr. Brown replied that, indeed, the Code of Conduct spells it out very clearly. If a student uses profanity, then it is an out-of-school suspension. On the other hand, the matter of due process is within our domain. Some work has been started with that. The Due Process Checklist must be signed by the principal and states that certain steps have been taken before the child is suspended. However, we have a professional responsibility to make sure that every parent, regardless of social or economic background, knows what is going on with his/her child. That portion of the problem is going to be worked very thoroughly.

Mr. Schwab felt the Code of Conduct was deficient in some areas in that it does not tell what is expected of the child, and it doesn't say what the overall objective is. He felt the committee should redefine the differences between unruly behavior and disorderly conduct, and then spell out in particular what the rights of the student and the rights of the parents are and how the procedure is to be followed. He requested that the committee "zero in on" specifics and then make recommendations.

Dr. Brown replied that was exactly what the committee was working on.

Mrs. Spiegel asked if members of our various committees were represented on the Discipline Advisory Board. She was concerned that the same people are discussing many things that are related and the same people are making contributions. She asked if that was something that would work itself through structure of the committee of agenda-setting.

Dr. Brown stated that part of the attempt was to make certain that those persons who had served on the previous Discipline and Truancy Task Force, and those who comprised the Discipline Committee of the Communitywide Task Force would be a part of the advisory board. He extended an invitation to anyone who would want to join the committee. The next meeting will be Tuesday, October 13th at 7:00 a.m. at Withrow High School.

New Business:

Mr. Brown said that Mr. Holm had suggested that John West or John Concannon from the school board be invited to comment on the impact of the open enrollment laws as they would affect metropolitan racial isolation between districts. There has been a potential issue raised that the law may work to take a reasonably integrated district and allow people to voluntarily segregate themselves by transferring out of the district.

Mr. Holm suggested that Ray Finke would be the person to address this as he is probably more knowledgable than Mr. West or Mr. Concannon.

There was further discussion on the open enrollment policy and Senate Bill 140, and it was decided that Dr. Brown would invite Mr. Ray Finke to address this matter.

Further business included a report from Dr. Evans stating that the court and lawyers for both sides had a conference call on September 10th and the following schedule was adopted: On January 11 there will be another conference call at which time it will be decided as to whether or not there will be a mid-point hearing which is scheduled for February 16. That February 16 meeting may or may not happen depending upon the need that is going to be determined at the January call. The final hearing is now scheduled for May 25, and at that time, the judge will be here and take evidence from both sides and make a judgment and then determine that the district is in compliance and the Bronson Settlement is over, or do some continuation of further study. The judge will visit some low achieving schools.

Dr. Evans added that, this being the first week in October, the official count for the state will go in and the Tauber numbers are also being calculated this week. The facilitator plans to do a report by the end of November or first of December. He said that primarily discipline, the low-achieving schools, and racial staff balance will be discussed.

Dr. Brown reported on the Center for Peace Education. He stated that the budget had been approved and he is now in the process of determining how many existing or operating in-school suspension units are or will be in schools, and how many of them may or may not have funding. This means that the units that do not having funding must come out of the existing million-fifty that was appropriated for the discipline initiatives. Regarding the Center for Peace Education, Dr. Brown has met with Carolyn McCoy of the Greater Cincinnati Foundation and, also the Fifth Third Foundation. These organizations and Dr. Brown have gone to City Hall and spoken to the Council, and the Mayor has put forth an action motion for fifty-seven thousand to fund the work of the Center for Peace Education among the coalition schools. Dr. Brown will be meeting with Mrs. McCoy again, and will, hopefully, be able to say exactly how many dollars will be available.

Mrs. Henderson reported on a recent principal's meeting. She said that one of the concerns of the principals was their school-wide project - whether it was going to be continued after this year. The principals felt this had been very helpful as a vehicle to reduce class size, improve attendance, as well as improve achievement. The school-wide project is a Chapter I funded program and it was specified years ago to help improve reading in any school that had 75% of free and reduced lunch. It has evolved over the years. At first Chapter I was a "pull-out" program, where teachers were hired to pull certain children out who had stanines of below a certain number and they'd work with those children. Then Chapter I went into an infusion model because they didn't want to isolate those children. The teachers were then sent into the classrooms. School-wide project allowed the principals to use the Chapter I funding more flexibly and that principals and staff members could decide how they wanted to use that funding over the entire school. One of the things that the Coalition of Innovative Schools opted to do was to use that funding all over the school building to reduce class sizes because they felt that would be a quick way to improve reading and math achievement.

The other concerns the principals had was regarding Head Start. Now that principals are directors of the Head Start program, they invited some representatives from the Community Action Agency to talk about some 240 compliance issues that the principals needed to know.

Mrs. Spiegel concluded the meeting by asking the members to begin to think about what it is that we've talked about over seven plus years that we feel is important in our system for the values that we have emphasized here around our concerns in the settlement.

Mr. Brown adjourned the meeting at 9:00 p.m.

Respectfully submitted,

Jane Mitchell

APPENDIX G

TAEUBER INDEX VALUES
FOR THE 1992-93 SCHOOL YEAR
CINCINNNATI PUBLIC SCHOOLS

Prepared by: Dr. Jack L. Lewis
Research and Development Section
Department of Quality Improvement

November 1992

TAEUBER INDEX VALUES FOR THE 1992-93 SCHOOL YEAR

Introduction

The major goal of the 1984 Bronson Settlement Agreement was the reduction of student racial isolation in schools. A statistic termed the Taeuber Index of Dissimilarity was selected as the measure of racial isolation, and this statistic was computed on an annual basis each year through the agreement period. Although the district fully achieved the established goals for the reduction of racial isolation in schools and was released from court jurisdiction on this matter, the practice of computing and reporting this statistic has been continued on an annual basis. The improvement of racial balance in schools continues to be an important goal of this district.

Taeuber Index values are computed for each school level (elementary, middle and senior high) based upon a count of students by race in each school. The student counts are made during the first full week of October according to Ohio Department of Education guidelines. These student enrollment figures, as reported by Dr. Joseph Timmons in the district's Office of Student Records, are used as input data to compute the actual index values. The index is measured on a scale which ranges from 0 to 100, and a decrease in this value indicates that a reduction in racial isolation has occurred.

Results for Elementary Schools

The Taeuber Index values for the 1992-93 school year for elementary schools is 38.6. This is an increase of 2.9 points over last year's value of 35.7, and it indicates that the extent of student racial isolation has increased somewhat over last year in elementary schools.

An analysis of the student enrollment data has not identified precise causes of this observed increase in the index. A drop in Open Enrollment program data of 79 students did occur, but this accounts for an index increase of only 0.4 points. The remaining increase appears to be caused by small but prevalent increases in the percentage of black students in schools already enrolling a higher percentage of black students than the district-wide average. Simultaneously, small increases in the percentage of white students were observed for a number of schools already enrolling a higher percentage of white students than the district-wide average.

Although the percentage increases described above were small in magnitude (approximately 1.6% for predominantly black schools and 0.8% for predominantly white schools on the average), these increases working in tandem resulted in an increase in the index value. Specific explanations for these increases could not be found in the data. It was observed, however, that the percentage of black students enrolled in elementary schools did increase by approximately 0.75 percentage points as compared to the 1991-92 statistics.

Results for Middle Schools

The 1992-93 Taeuber Index value for middle schools is 34.2. This is an increase of 2.2 points over last year's value of 32.0.

An additional analysis of the student enrollment data in individual schools indicated that the number of black students enrolled in schools which already enrolled a higher percentage of black students than the district-wide average increased by 251 students over the 1990-91 school year. This increase accounted for almost all of the observed rise in the index value. The number of students in the Open Enrollment program increased by three students for the current school year.

Results for Senior High Schools

The 1992-93 Taeuber Index value for senior high schools is 34.3. This represents an increase of 3.5 index points over last year's value of 30.8.

An additional analysis of the student enrollment data in individual schools indicated that the total number of both black and white students had decreased somewhat over last year's totals. The decrease in white students, however, was approximately three times that for black students, and the decline in white enrollment occurred in schools which already enrolled a smaller percentage of white students than the district-wide average. This decline along with a reduction in the number of black students enrolled at SCPA, Walnut Hills and Western Hills accounted for most of the observed rise in the index value. The loss of black students at Western Hills was due partially to a reduction of 44 students in the Open Enrollment program at that school. This reduction accounted for an increase of approximately 0.5 index points.

Summary of Taeuber Index Values for 1992-93

Senior High	Index Value for 1991-92	Index Value for 1992-93	Change
Elementary	35.7	38.6	+2.9
Middle	32.0	34.2	+2.2
Senior High	30.8	34.3	+3.5

JLL/fei